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ABSTRACT

This report analyzes the following 10 curricula for training programs for family child care providers: (1) Child Care, a family day home care provider program developed by Texas A&M's Agricultural Extension Service; (2) the Family Day Care Education Series, a coordinated resource manual and independent study course, the Active Learning Series, and "Raising America's Children," a television series (all developed by the Frank Porter Graham Child Development Center); (3) The Creative Curriculum for Family Child Care, developed under a Head Start grant; (4) the Cornell Family Matters Project; (5) the High/Scope approach to teacher training; (6) Better Baby Care, a book and training course developed in part by the Children's Foundation; (7) Second Helping, an advanced enrichment course for family child care providers; (8) Helping Children Love Themselves and Others--a professional handbook for family day care developed by the Children's Foundation; (9) the Anti-Bias Curriculum and accompanying videotape; and (10) Systematic Training for Effective Parenting (STEP), a parent handbook and teacher's version available in English and Spanish. The 10 programs are evaluated across 12 categories, which are a combination of categories used by the National Association for Family Day Care (NAFDC) Accreditation and the Child Development Associate (CDA) Credential. These categories include health, safety, nutrition, play environment, emotional development, social development, cognitive development, physical development, creative development, working with parents, policies and procedures, and advocacy. A list of the curricula and ordering information are included. (Contains over 30 references to materials and organizations.) (MM)

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Training Programs for Family Child Care Providers
An Analysis of Ten Curricula

Family Day Home Care Provider Program — Texas A&M
Family Day Care Education Series — Harms, Cryer, et al.
The Creative Curriculum for Family Child Care — Teaching Strategies
Training of Teacher Trainers — High/Scope Foundation
Better Baby Care Child Care — The Children's Foundation
Second Helping — Windflower Enterprises
Helping Children Love Themselves and Others — The Children's Foundation
Anti-Bias Curriculum — Derman-Sparks & The ABC Task Force
Systematic Training for Effective Parenting (STEP) — Dinkmeyer & McKay
Cornell Family Matters Project — Dean & Colleagues

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Second Edition

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Wheelock College, 200 The Riverway, Boston MA 02215; $5.00 for one, $8.50 for two.

See also companion handbook, *Assessing the Quality of Family Child Care — A Comparison of Five Instruments.* (Same price and address.)

Training Programs for Family Child Care Providers

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Training Programs for Family Child Care Providers
An Analysis of Ten Curricula

A parent looking for family child care providers was asked if she wanted to know if they had attended training. "Oh? What could they be trained in?" she asked.

This publication answers that question. It describes ten training programs, compares their content, and discusses issues pertaining to the education of family child care providers. The programs were selected because they reflect sound early childhood and small business practice and they are popular with providers. Undoubtedly some excellent programs were unintentionally omitted from this publication.

Is training the same thing as education? The word "training" connotes different things to different people. It can mean to teach. Or it can mean to drill. Some people think of trained dogs when they hear of trained people. Training can suggest recipes. But the best training helps providers decide what they want to do, rather than telling them what should be done. Perhaps some day we will talk about "provider education" instead of "provider training." This publication uses the term training, but it assumes that good training leads and draws from providers, facilitating their making their own meaning from the material — rather than drilling them. To truly learn and to change their behavior, providers need to be active makers of their own knowledge rather than passive receivers of information.

The ten programs reviewed here include not only the content of training to inform providers' practice but also some processes to help them learn the content, such as workshop activities and homework assignments. They are presented in order beginning with the more general and comprehensive programs and ending with those specifically focused on particular content. The reader will see that together they cover more information than could ever be included in one training course. The section on designing a curriculum discusses the choices that must be made.

A striking finding from interviews of trainers across the country working with these various programs is that they seldom follow a program literally. Almost without exception they put their own spin on the published materials, adapting them to meet the needs of the individuals in their courses, adding their own handouts and group exercises, omitting sections that seem less important. To varying degrees, the trainers designed their own curricula. Therefore, in this publication I have used the term "program" to refer to the published materials, and the term "curriculum" to refer to what an individual trainer designs for a particular training course. Most of the programs' authors support such adaptation (Second Helping is the only exception).

All of these programs reflect sound early childhood practice, but they are surprisingly different from one another. Many trainers will want to draw from more than one training program to meet the needs of their group and to take advantage of the best of each program. But too much mixing and matching may result in providers being confused by bits and pieces that lack coherence. It may work best to select one basic program as the core of the curriculum, then to supplement it here and there with other ideas and approaches.

Part 1 of this publication discusses the designing of a training curriculum. It describes some successful training strategies and discusses policy-relevant issues. Part 2 reviews each of the ten programs in detail. Part 3 presents a grid that compares the content of the ten programs in various categories, keyed to the categories used by the National Association for Family Day Care (NAFDC) Accreditation and the Child Development Associate (CDA) Credential.

Designing a Training Curriculum

The section addresses:

- the amount of training providers should have,
- the levels of provider training, and
- criteria for program selection.

How Much Training Should Providers Have?

We have little research to help us understand the effects of different kinds or amounts of family child care training. Many people believe that almost anyone who likes children can be a good provider, and indeed, many providers do a good job with little or no training. But providers who have participated in good training programs usually report important ways that they have improved their practice.

Studies of center-based teachers, and occasionally of providers, support this assumption. Training seems to help providers help children grow and learn, and to support and have good relations with families. Effective providers tend to enjoy their work more, attract and keep clients, and stay in the field longer. But we know very little about *which* training approaches are best in helping providers to improve different aspects of their practice. What motivates providers to do the best they can, and examine the quality of their care? Which approaches work best with what kind of providers? We really don't know, so we cannot answer the question of how much training providers should have.

As will be seen, however, family child care providers benefit from studying a remarkably wide range of subjects. A provider is a generalist — a nurturer, a teacher, a small-business proprietor, a parent counsellor, and much more. The more she knows about a wide range of subjects, the better the care she can offer.

Levels and Depth of Training

We might ideally postulate three levels of family child care training[1]:

1. Orientation (Start-Up Training) — presents an overview of family child care emphasizing the basics, such as health and safety and interacting with children. Introduces business topics such as licensing, parent contracts, insurance, and taxes. Ideally includes First Aid and CPR training, self-assessment, and introduces providers to a provider association. While orientations are sometimes as short as two hours, it might take up to twenty hours to cover all these topics.

2. Second-Level Training — covers many of the same content areas in greater depth. Early education topics include how to observe, support, and extend children's play, how to set up an environment that promotes good play, and how to help children learn to get along together. (Providers must understand these areas before they can plan curriculum in a developmentally appropriate way.) In addition, second-level training should help providers develop a sense of themselves as professionals, refine their business policies and parent relationships, and perhaps to get involved in a group that works for policy improvements. But as will be seen below, it is impossible to cover all of this information in one course — they might be equivalent to a full year of college. Trainers may want to integrate different programs or offer them sequentially. For example, they might want to help providers develop a sense of themselves as competent professionals before they study the content areas.

3. Advanced Training — focuses on particular areas in depth, such as college coursework (for example, infant-toddler development, biology, or small business administration). Advanced training should be highly individualized according to providers' interests.

The programs reviewed in this publication were selected because they are appropriate for second-level training (the section on Other Resources cites some orientation materials). They vary in the depth and breadth of coverage; some are comprehensive while others focus on a particular topic, but they all involve more detail than can be included in start-up training.

Education for a family child care provider is a dynamic, ongoing process, not a single training course. Curious providers who want to improve the quality of their services pursue ongoing career development. They may go to workshops or conferences, read books or magazines or journal articles, go to providers' association

[1] This ideal model has been developed in dialogue with my colleague, Nancy Cohen.

meetings and visit other providers' homes. They may take one or several of the second-level courses described in this manual. If they take one, they will probably want more.

Just as children go through developmental stages of learning, so do adults. We could postulate four stages of learning for any age (derived from NAEYC, 1990):

> Awareness. The learner becomes aware of something through personal experience.
>
> Exploration. The learner constructs personal knowledge of the thing through active manipulation and practice.
>
> Inquiry. The learner applies the learning, adjusts and refines it in response to feedback.
>
> Utilization. The learner, now teacher also, extends the knowledge and applies it to new areas.

After completing a second-level training course, providers usually realize how much can be gained from continuing education. Some will want to take college coursework, perhaps in infant-toddler development, or small-business administration, or child and family public policy. Others will pursue advanced study in informal and self-directed ways, through reading, talking to other providers, attending more workshops and conferences.

Can One Class be Offered for Providers and Center Teachers?

In some communities there are not enough people to support separate training courses for home and center caregivers. For example, the new CDA Professional Preparation Program will usually be offered for center- and home-based caregivers together. Sensitive trainers will develop solutions that address the resulting problems, such as encouraging separate discussions for each group when the content or issues are different.

Trainers who work with providers and center teachers together must be prepared to confront assumptions and innuendos that suggest that center care is more important than or otherwise superior to home care. Usually when the two groups work together they gain respect for each other. For example, a center teacher may decide to add a couch to her classroom and to involve children in preparing snacks. A provider may get interested in taking field trips. Sometimes they realize that they might work in the other setting some day.

Selecting a Training Program

In selecting a basic program and designing the curriculum, planners should consider the needs of the providers who are expected to participate. As mentioned, a provider could benefit from taking almost every one of these courses — only perhaps one-quarter of the content of any one of these curricula overlaps with any other one. For example, even though several of them address child development or parent contracts, they approach the topics so differently that they tend to complement rather than repeat each other. Some go into a fairly broad range of content at moderate depth, while others focus on few topics in relatively great detail. Some focus on the process rather then content. Most are advanced in some way and more superficial in others. None of them covers all the relevant topics. For example, many address the areas of health and safety. But some devote half an hour and perhaps a few pages to health and safety, while others devote several sessions and a whole book. Some of the programs devote primary attention to provider self-esteem; others do not address this directly. Homework assignments may or may not be given to help providers put into practice what they are learning.

The ideas and approaches presented in these programs usually fit well together. Sometimes they directly enhance each other. For example, the way *STEP* teaches us to interact with children fits perfectly with the anti-bias approach found in *Helping Children Love* and the *Anti-Bias Curriculum.* Each one is based on appreciation and respect for children, ourselves, and all people, as they really are. These ideas can be incorporated into any other curriculum.

Ideally the trainer should assess individual students' interests and needs at the beginning of training, and be flexible in adapting the training to match. Do they know a lot about nutrition and first aid already? Do they like to learn from books, or do they hate to have to read anything more than a few paragraphs long? Are they ready to get into the details of how the IRS calculates depreciation, or do they need someone to help them do their taxes? Is self-esteem a great problem for a majority of them, or do they just need some ideas for what to do with kids on Monday morning? Fortunately, adults like children do not come in standard sizes and shapes. Each one is different. The curriculum should be flexible enough to accommodate these differences.

Planners need to consider both the content of the course and the style in which it is delivered — both *what* is to be covered and *how* it is to be covered.

THE CONTENT

The possible content areas for training are numerous and complex. *Assessing the Quality of Family Child Care: A Comparison of Five Instruments* (Modigliani, 1990) explores the range of content pertaining to quality of care. Given a fixed amounts of time and funding, few training classes can cover the full range. Is it better to cover a lot of topics superficially, or a few in depth? Research suggests that new information presented superficially will probably be forgotten. Coverage must include at least moderate depth to bring about any changes.

Thus, curriculum designers must weigh their priorities and make choices about *what* content to include, in what depth. Following are some considerations:

- What do providers most need to know to do a good job with children, and families? What will help them enjoy their work and stay in business?
- What relevant experience and training have these providers had already? What other high-quality resources are already available to them? Have they taken First Aid/CPR training already? Do they get good nutrition education through the Child Care Food Program? Does the local provider association sponsor an annual workshop on taxes?
- What are their special needs, such as advocacy for improved zoning policies or higher reimbursement levels for low-income families?

A Developmental Sequence of Child Development Content. When deciding what early child development and education content to include, trainers should consider the developmental level of the providers they hope to reach. Are they just beginning family child care, or are they experienced providers? Do they need the basics, or something more advanced? Or is there a range of experience in the group?

Many trainers, especially Bill Hignett and colleagues at Louise Child Care in Pittsburgh, have observed that it is impossible to cover all of child development and curriculum in a brief training course. There is a danger that providers will become motivated to establish an educational program before they understand how to make it appropriate for the developmental level of the children.

Rather than attempting to cover child development in a few hours, it is probably better to use this time helping providers learn to observe children, to watch them and discover their interests. They can then learn how to build on what they see. If providers support and extend children's natural play, they are well on their way to a developmentally appropriate program. For example, if Janey is digging in sand or soil with a stick, the provider can recognize that this is a worthwhile activity and offer a shovel or scoop. Later she might suggest a purpose for the digging, such as to fill a pail or prepare the soil for planting. Another example: If baby Mari gets excited every day when Danny returns from school, the provider can help Danny learn to give her a personal greeting. This might lead to his becoming interested in how to include her in the older children's play. Trainers can help providers learn that this is education for young children at it's best.

Family child care is a natural setting for developmentally appropriate practice. Since there are only a few children, the provider can truly individualize the program for each child. Many providers like to respond to children's play more than to plan a curriculum. They feel it is a more natural way to be with children. These same providers often say they don't want to be teachers. Trainers can gradually help them come to see that they truly *are* teachers. Sometimes all they need to deliver a developmentally appropriate program is to find out that — not only is it OK to teach this way — it is ideal. As they come to understand this, trainers can help them learn to talk to parents about what the children are learning. "Today Janey found out that her muscles are so strong that she could fill this pail all the way to the top with soil." "Have you noticed that Danny and Mari are special friends? He is learning a lot about babies by learning how to be a special friend to Mari. You should see how excited she gets when he gets home from school — Right, Danny?"

After providers are competent at observing, supporting, and extending children's play, they usually want to learn more about planning activities. Then they can benefit from specialized training to help them learn how to plan and initiate an appropriate, interesting curriculum.

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Can Center Training Programs be Used for Providers? Training programs designed for center teachers cannot simply be transplanted to providers. There are some real differences in the specific content needed by each group. One difference is that a majority of providers have infants and/or toddlers in their programs, whereas most center curricula emphasize the needs of preschoolers. The ages of the children usually span more years in family child care than centers. Different considerations apply to setting up home and center environments. Safety practices are different. Relations among families in the program are different. Policies and procedures are different.

On the other hand, the needs of children in both settings are very similar. The wisdom behind the best curriculum materials for center training usually continues to be enlightening when *adapted for* homes. For example, the National Association for the Education of Young Children's *Developmentally Appropriate Practice* (1987) is a fine statement for family child care, even though it was written for center-based programs. But to adapt it, homey examples need to be added.

THE PROCESS

In addition to making choices about *what* will be covered in a training course, planners need to decide *how* it will be taught. What processes should be used? To work well for providers, the course should reflect the principles of adult education and encourage program diversity.

Principles of Adult Education. Providers who come to training programs are adults. They have little use for courses that do not draw on the knowledge and experience they bring with them. There are several characteristics of adults as learners that are particularly relevant to providers:

- They want to learn about things that are directly relevant to their every-day lives. They want to be able to put what they learn to use tomorrow morning.
- They want to make choices and do things their way. They want to customize their study to meet their interests.
- They want to learn from others' experiences and share their own wisdom and understanding.
- They want to create their own meaning, find their own way.

If a great deal of information is presented through lectures, books, and videos, much of it will "go in one ear and out the other" before it has been made meaningful by the brain. Discussions, practice and problem solving exercises, and activity homework assignments help students learn how to make use of information.

All the programs selected for this handbook are compatible with the principles of adult education, but some need additional interactive exercises and practice assignments.

Adult education principles apply to trainers too. Many of the best trainers work with a basic program but adapt and supplement it to meet the needs of the providers in their class.

Literacy. Planners should consider the literacy level and comfort of the learners. Not all providers are able to read, or like to read — they will be overwhelmed, intimidated, or otherwise put off by a lot of print. Training based on texts and handouts is not accessible to such providers. Other providers like to learn from books — they see a 300-page manual as a treasured resource. Some providers have had negative experiences with previous schooling. They need friendly, non-threatening outreach, hand holding, and to be taught according to the principles of adult education.

Trainers, especially those working with low-income providers, should include options for non-readers. They must remember to read aloud any written material discussed in class — group exercises, newsprint lists, handouts, and quizzes. Videotapes are an effective substitute for print material (see Additional Resources). On the other hand, good books and articles can be shown to the class and lent to those who want additional study. Annotated book lists should be available for those who like to learn from books.

Some argue that reading to young children is so important that non-reading providers should be taught to read. Because many children's books are good for beginning readers, family child care training has great potential as literacy education. Or this problem could be solved by having school-agers read to the younger ones.

Language. In some communities, many providers do not speak English, or they are not comfortable with it. They need training in their primary languages. The field needs additional high quality training materials in languages other than English, and train-the-trainer courses to develop trainers who are able to speak these languages. (The ordering information on page 45-46 identifies the

materials reviewed in this handbook that are available in Spanish.)

Cultural Diversity. Trainers should be familiar with and respectful of the cultural background of the trainees, and sensitive to cultural differences between them, among the trainees, and between providers and their client families. It is helpful when a trainer is culturally close to the trainees. Inner-city providers may, for example, be skeptical if they find out that their instructor is a suburban college professor.

Socio-Economic Level. Some of the training materials emphasize middle-class values. Usually trainers can take care of these concerns simply by addressing them. For example, if a videotape features only large, well-equipped homes, the trainer can ask providers to think of some ways that the ideas presented could be modified for a small apartment with less equipment. In extreme cases, such concerns have been noted in the descriptions of materials. The point is that good family child care can happen in simple settings.

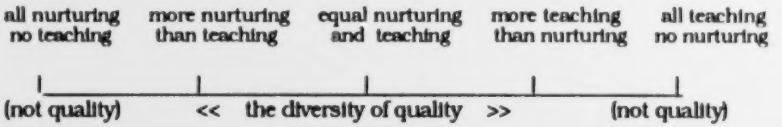
PROVIDER DIVERSITY

The Right Way? Another issue is whether the training focuses on "the correct way to do family child care" or helping providers discover what works for them. There is no one right way to conduct a family child care program. In fact, since no two family child care homes are the same, there must be hundreds and thousands of right ways.

Just as child care programs should match the needs, skills, and interests of individual children, so training courses should respond to the interests and styles of the providers. Trainers can support each provider as she develops her own way. For example, the High/Scope trainers interviewed in this study focus on *how* the provider interacts with children and *how* she prepares the environment, rather that *what* she does with children and *what* materials and equipment she uses. She is encouraged to take what works for her from the training, and forget the parts that don't match her style or interests. Similarly, Second Helping focuses on helping the provider figure out what she wants to do, rather than offering specific suggestions. Other programs are more specific, but trainers can use them with flexibility.

There are some basic practices that every good provider meets, such as developing a good relationship with every child, and plugging unused electrical sockets. All children benefit from being asked open-ended questions, and from having opportunities to contribute meaningfully to the household work which must be done. But beyond such basics, however, each provider can figure out what will work best for her. In our attempts to support quality, we should be careful to preserve diversity. Good providers do not fit into a mold. This is one of the greatest strengths of family child care. Trainers should help providers feel confident about the choices they make. For example, some providers may want their program to feel like a family home. Others have a mini-preschool in mind (one provider said, "I want my home to look just like the Little Tykes catalogue.") Most providers fall someplace in between these two extremes.

Nurturance vs. Education. Similarly, a quality program requires both nurturance and good teaching, but not necessarily in equal proportions. Each provider needs to find her own balance. On the following continuum, only the extremes are not acceptable:



Providers should try to expand their natural styles to include enough of both teaching and nurturing to ensure that all the children in their programs get what they need. And they should screen out new children who need something they can't give — ideally referring them to another provider who can meet their needs.

SUCCESSFUL TRAINING STRATEGIES

Two additional points should be made about successful training strategies. The first addresses the importance of involving providers as trainers, the second discusses individualizing training.

Involving Providers as Trainers

Many providers come to the work of family child care from the prospective of mothering. They may trust their own experience more than any expert or book. They know that their work is unique and they tend to be suspicious of training that is derived from a center-based perspective, or from a university perspective. To make matters worse, many "outsiders" consciously or unconsciously do actually put down family child care. Sooner or later they express their negative feelings and alienate providers. One trainer, when asked if family child care is just as good as center care said, "No, but it's all some parents can afford, so we need it." Another said about her class, "I want to help them to learn how to do it correctly."

Providers like to learn from others who have "been there." If providers or recent providers are involved as trainers, it helps to assure that training will be appropriate. If no qualified provider is available to lead the training, a respectful and knowledgeable non-provider can work with a provider assistant, or individual providers can present different aspects of the training. Ideally these assistants are helped to gain the skills and knowledge they need to become trainers.

There are two other reasons to hire providers as trainers when possible. Providers frequently suffer from low self-esteem, which is not bolstered by the low income and lack of respect paid to their work. When trainers are providers or ex-providers, they serve as inspiration and role models. Increased self-esteem is the most important outcome of training for some providers. Other providers can be empowering in helping them to trust and build upon their own expertise.

Selecting providers as trainers also enriches the career opportunities available to workers in this field.

Home Visitors, Mentors, and Internships

Home visits and mentor and intern programs are ways to individualize training for each provider.

Home Visits. Trainers who work with providers in their own homes as well as in classrooms report that home visits help providers implement what they learn in class. Real situations stimulate conversations about specific topics such as concerns about a particular child or plans for furniture arrangement. Providers see their programs through another's eyes. Trainers learn about the special needs of each provider so they can customize their support and training.

Providers also gain a lot by visiting other providers' homes. When this occurs after the children have left, it is especially helpful for thinking about how to set up the environment. When it occurs while the children and provider are in action, providers have the powerful opportunity to learn from a role model. Often it is easier to learn by watching a pro at work than through group discussions or textbooks. Also, support groups and small associations can take turns meeting at each others' homes.

Mentors and Apprenticeships. In a few communities, there are mentor programs that pair new providers with old pros. Mentor programs look promising for provider training and accreditation. Some center training programs are assigning interns to mentors as an expanded version of student teaching. Evaluation of these programs may yield findings that have important implications for provider training.

Some variation on student teaching could also be useful for providers. Would-be providers can be encouraged to assist master providers before they begin their own programs. For example, a resource and referral agency might expand its job placement service to build in an apprenticeship component (the Child Care Employee Project in Oakland, California has developed such a model for center-teacher apprenticeships). The new CDA Professional Preparation Model involves providers in working with an experienced teacher or provider.

PUBLIC POLICY ISSUES

Several policy-relevant issues have been raised in this paper. They concern the amount of training states require for regulation, support for training, and awarding policy recognition for training.

The 1990's may be the decade for new child care training initiatives. Some states are likely to add ongoing training requirements. They may begin to reward trained providers with higher reimbursements or salary supplements. More parents may come to understand and value training through upcoming public education campaigns. Providers are likely to participate in ongoing professional development that includes a sequence of training experiences (which may or may not be coordinated).

As mentioned, there has been little research on the effects of different kinds of training on quality of care, so it is difficult to know what kind of training policy to advocate.

State Training Requirements

In the United States, most family child care providers have had no training of any kind beyond the experience of being with young children. Why do states require teachers of children ages five and older to hold bachelor's degrees and teacher certificates, but require little or no training for teachers of younger children? Why do those who have responsibility for the youngest and most vulnerable of children and for the longest hours, have the fewest training requirements? About one-third of the states do require some kind of training for all regulated family child care providers, but since most providers do not become regulated these training requirements affect only a relatively few providers. Following is a summary of state training policies.

Twenty-nine states require some kind of training for family child care providers in their regulations, according to the Children's Foundation (1990). The most common requirement is First Aid and CPR. Currently, the states with the strongest training requirements for small day care homes are:

- Florida - 3 hours basic training plus 30 hours in first year, plus 8 hours per year thereafter;
- Texas - 20 hours per year; and
- Wisconsin - (If 4 or more children under age 7) 40 hours within six months,, 15 hours per year thereafter.

Eight other states have training requirements for large or group homes only (CT, MD, ME, NC, ND, OK, OR, and WA), such as 20-40 hours training, previous experience as a provider or assistant, or a CDA (Child Development Associate Credential).

Sixteen states have no training requirements for providers (AZ, CA, HI, ID, IL, IN, ME, MA, MS, MO, MT, PA, SC, and VA).

Several states are considering increasing their provider training requirements, although there is also some pressure for deregulation in states that are trying to cut their budgets.

Funding and Financial Aid

Most providers have virtually no reason to take training courses except for their own personal gain. In most occupations, workers who successfully complete training are compensated with higher incomes and more prestige. Not so for family child care. Providers with training are still called "babysitters" and perceived as doing mundane, routine, low-status women's work. Our society devalues traditional women's work — especially this most womanly of all work. Child care workers of all kinds, according to the Bureau of Labor Statistics, are paid less than animal caretakers or parking lot attendants. Until providers are compensated at levels that allow them to pay for their own training, programs need supplemental funding.[2]

For the first time, one state has recently passed legislation which rewards training with increased compensation. Minnesota pays a higher reimbursement rate for subsidized care to providers who have earned a CDA credential. This is a promising example of how public policy can add to the incentives for training.

Some new federal funding is available for family child care training. (See NAEYC's new videotape, "The Early Childhood Legislation Enacted by the 101st Congress: An Overview," for suggestions for obtaining this funding. (The tape, #870 is

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[2] It should also be noted that providers have put up with low income in the past, for a very complex set of reasons (Modigliani, 1986). Training courses can help providers to understand that current market rates for child care are not sufficient, to see that providers deserve higher rates, and to establish adequate and successful fee policies. In most states there is also a need to advocate increased subsidies for low-income parents.

available from NAEYC for $39, or may be available through your local or state AEYC affiliate.)

Awarding Credit Where Credit is Due

Gwen Morgan and Joan Costley at Wheelock College have published a pair of position papers that present a new vision for the role of states in supporting child care training (Morgan, 1991, Costley, 1991). They assert that child care teachers and providers should receive credit — CEUs, academic credit, or other certification — for various forms of training from many sources, including professional conference courses, First Aid and CPR, college course work (in early development and education, small business training, and other related fields), and other recognized programs. They would like to see state licensing agencies or some other institution accredit a continuum of training that begins with community training programs and workshops, and continues through college and graduate coursework.

This vision fits the field of family child care perfectly. It is consistent with the principles of adult education and has the potential to bring career enrichment to providers who might otherwise burn out. By building a system of recognition that would take into account the overlapping content of the programs such as those described in this handbook, providers could begin to get the credit they deserve for pursuing continuing education. Such credit could be used to qualify for higher compensation, from parent fees and increased reimbursements (like Minnesota's higher rates for CDA-credentialled providers).

Overview of The Handbook

Part 2 of this publication compares ten training programs for family child care providers:

- **Texas Agricultural Extension Service** — Family Day Home Care Provider Program
- **Family Day Care Education Series** — Harms, Cryer, et al.
- **The Creative Curriculum for Family Child Care** — Teaching Strategies
- **High/Scope** — Training of Teacher Trainers
- **Better Baby Care** — The Children's Foundation
- **Second Helping** — Windflower Enterprises
- **Anti-Bias Curriculum** — Derman-Sparks and the ABC Task Force
- **Helping Children Love Themselves and Others** — The Children's Foundation
- **Cornell's Family Matters Project** — Dean et al.
- **Systematic Training for Effective Parenting (STEP)** — Dinkmeyer and McKay

Part 2 presents an overview of each program. It describes the features and flavor of each approach and summarizes the specific content of the materials. The first four curricula, *Texas A&M, Harms, Cryer et al., The Creative Curriculum,* and *High/Scope* were chosen because they are relatively comprehensive general curricula that have proven successful with providers who are ready for second-level training. The first two are less complex than the second two. They are written at a simpler reading level.

The next two curricula are comprehensive in some ways but address a particular perspective. *Better Baby Care* is quite broad, but it focuses on infants and toddlers. While important in its own right, this program also works well as a supplement to others which emphasize preschool ages. *Second Helping* is also comprehensive in that it covers a wide range of topics, from the perspective of the provider rather than the children.

The last four programs are not comprehensive, but rather go into depth in three important areas that many providers lack. *Helping Children Love Themselves and Others* and the *Anti-Bias Curriculum* address anti-bias and multicultural issues in the categories of Social Development, Working With Parents, and Advocacy. *STEP* focuses on Emotional, Social, and Cognitive Development. *The Parent-Caregiver* curriculum focuses on Working With Parents and Advocacy.

Part 3 is a grid to summarize how each of the the programs addresses various content areas. These content areas are categorized to correspond to the assess-ment categories of NAFDC Accreditation and the CDA Credential (see page 39).

Child Care:
A Family Day Home Care Provider Program

The Texas Agricultural Extension Service (Also available in Spanish)

This comprehensive curriculum was developed by home economists at Texas A&M University's Agricultural Extension Service, reviewed by a committee of 28 providers, and piloted with over 500 providers. The 300+ page manual is accompanied by a videotape that highlights the information in the book and presents interviews with providers as well as other experts. It covers child development and activities, guidance and discipline, communicating with parents, nutrition, health and safety, and business and management. The approach is straightforward with a minimum of jargon. It offers practical suggestions for everyday life in a "day home," as they are called in Texas.

The program was designed as a home study course. In Texas, county extension agents support providers in their study through home visits, telephone consultation, and additional materials. Like all training curricula, this one works best when it is used in a group training program, where group discussions and exercises supplement individual study. Houston's Initiatives for Children, Inc. has developed a user-friendly trainer's guide to use with this program. It is described at the end of this section. But many providers have successfully completed Texas A&M training on their own.[3]

The parts of the manual on nutrition and health and safety are particularly comprehensive, up-to-date, and well-done. As home economists, the authors shine in the section on nutrition. The section on business and management has sound, practical advice on such topics as insurance, payment of fees, taxes, and the Texas licensing and complaint processes. The section on child development includes information on children from birth through age eleven. The manual is available in Spanish.

[3] According to the evaluation of the pilot project, 87% of the original 504 providers completed the home study program. Of those, 77% passed a post-study test which earned them three Continuing Education Units (CEUs). In the pilot study, well over half the participants had not attended college.

Although multicultural and anti-bias topics are not addressed directly, there are occasional examples of a wide range of family experiences. For instance, in a discussion of the use of space in the home, providers consider the needs and desires of their family members. "If Grandma lives with you, she may want the TV room quiet at a certain hour so she can watch her favorite soap opera." (pp. 274-275)

Content of The Manual

The basic curriculum is bound in a 3-ring notebook of more than 300 pages. Headings appear in the margins, and sections and subsections are set off by dividers. Each subsection outlines what you will learn and what you should be able to do when you are finished. It lists activities to try (which make good homework assignments).

Each subsection is independent, so providers can study the manual a little at a time. At the end of each subsection are some review questions, which most providers enjoy in spite of the fact that they are in a quiz format. They report that the quiz offers them instant feedback — either that they have mastered the material or need to review it.

The handbook is organized into four sections: Child Development and Guidance, Nutrition, Health and Safety, and Business and Management.

Section One: Child Development and Guidance

The section on Child Development includes information on children from birth through age 11. For each age group, activities are given for physical, intellectual, social and emotional development.

Sound principles of child development are described, but often without the reasons behind them. For example, the book says that providers should respond promptly to babies' cries, but it does not say that the way a baby is treated shapes a lifetime sense of trust and faith in the world and people.

Some of the helpful lists include:

- signs of special needs, such as vision and hearing loss, speech and language disabilities, and learning problems; tips for caring for children in each category

- suggestions for toilet learning, taking neighborhood field trips
- activities to introduce when nothing is going right
- a discussion of what is wrong with television (children are passive observers instead of active learners, they are exposed to violence and coarse language and learn that fighting is OK, and receive the impression that adults spend a lot of time in bed having sex). No mention is made of the sexism and racism so prevalent in most television programs. They suggest that TV be limited to one or two well-chosen programs
- advice for how to respond when parents complain (first, "Congratulate yourself for being the kind of person whom parents feel comfortable in approaching." (p. 92); advice for what to do when you have a complaint for a parent
- tips for helping children cope with family crises
- tips for establishing simple rules to guide behavior in a positive way

In some areas there is greater attention to preschoolers than other age groups, and relatively little to school-age children. Also some suggestions reflect ideals that may not realistic, such as installing a ramp for wheelchairs, or keeping a child with emotional problems near you at all times.

Occasionally the advice presented does not quite reflect current early childhood theory. For example, among the tips for helping new children with separation, is "Invite parents to come early and stay with the child for a few minutes the first few days." (p. 88) This is not long enough for the first day of a baby or toddler who fears strangers and does not like to be separated from his or her parents. Although it may be the reality in many child care settings, providers should encourage parents of such children to invest more time in a gentle separation.

The section on guidance is also outdated. It makes rather heavy use of time-outs, but does not explain how providers can use time-outs constructively rather than as punishment. In fact, it says that "punishment is not always helpful" (p. 72), while the going consensus in the field is that punishment is never as effective as more constructive approaches. Another small problem is that the videotape shows a provider teaching alphabet letters to toddlers, which also goes against current views of developmentally appropriate practice.

Section Two: Nutrition

The section on nutrition is comprehensive and usually reflects the current best thinking in the field. Sound, practical advice is given for common concerns such as bottle feeding and introducing solid foods. For example, frozen bagels are good for babies who are teething. Simple, compelling reasons are given for why children need ten key nutrients. The suggested monthly menu cycle saves providers' time spent in planning and shopping for meals and snacks. Providers are encourage to keep a back-up meal on hand, in case something interferes with the planned menu.

Section Three: Health and Safety

Explicit, concrete advice is given for preventing accidents, handling emergencies, and minimizing disease. Tips are given for a range of everyday concerns such as recognizing illness, caring for a sick child, diapering, guarding against kidnapping, and teaching children how to act around dogs. Basic first-aid information is presented, but providers are also urged to take a First Aid course.

A checklist is given for childproofing each room of a house. The video is effective in showing providers how to put together a first-aid kit.

Section Four: Business and Management

This section has sound, practical advice on such topics as different kinds of insurance and why providers should carry them, collecting late fees, turning household chores into learning activities, the parent complaint process in Texas, and IRS tax policies. It suggests that new providers should try to spend time in a successful program before they begin their own. The section on marketing focuses on developing a good program and then counting on parents for the most effective marketing — word of mouth from parent to parent: "Will Rogers once said that if advertisers would spend the same amount of money improving a product as they do advertising it, they would not have to advertise it." (p. 246)

The subsection on professionalism makes a strong case for providers joining with other providers in associations.

Information on setting fees is somewhat contradictory. At one point, it says that providers often underprice themselves and that they should figure out a budget that pays them at least minimum wage. At another, it says that the quickest way to decide your fee is to find out the going rate in your community (which often yields net earnings below minimum wage). It also refers to the provider's

income as her profit, and suggests that she charge only 75¢ if a child stays for an extra meal.

Some of the information presented in these sections is specific to the state of Texas, but it can be adapted in other states. Texas has more highly developed procedures than many states. For example, if a complaint against a provider is upheld, she may appeal before five other registered providers.

The curriculum, for the most part, contains useful, down-to-earth information, but at times it is didactic. Trainers can liven up their workshops by asking providers to share ideas and stories from their own situations. The examples of "Things You Might Try" at the end of every subsection give good ideas for homework assignments.

The manual covers a lot of information. Once providers have become familiar with its content, they report that they do refer back to the manual for information. Some of them have expanded their 3-ring binders to add related information they have gotten from other sources. An index would make the manual more useful as a reference, although the dividers help.

The bibliographies are outdated, with few references to publications in the last decade, and thus limited (for example, no Toys 'n Things Press publications are mentioned in the section on record keeping and taxes). The authors are currently revising the manual, simplifying the English, and explaining how it could be used to prepare providers for accreditation.

Trainers in other states who want to use the Texas A&M curriculum are encouraged to work through their own Cooperative Extension Services. Texas offers its curriculum to these groups free of charge, to modify for their own use.

The Videotape

The videotape consists of four segments of 15-21 minutes each, corresponding to the four sections of the manual. Some of the information is presented by providers. This is effective and is appealing to other providers. While the featured providers are ethnically diverse, they all appear middle class — suggesting that you cannot offer a good program unless you have a large, attractive house. It would be helpful to see a provider making creative use of a small apartment or using her neighborhood because she has no back yard.

The video also breathes life into topics such as record keeping and putting together a first aid kit. Real providers explain the importance of doing paper work — "Like any business, you have to work at it if you want it to work for you." They explain how they make time to keep up with record keeping — "it's hard to play catch-up." The visual presentation makes lively what otherwise could be very dry information.

Near the end of the video, the president of the Texas providers' association explains the importance of associations:

- to lend help, support, and professionalism;
- to represent providers at the national, state, and local levels;
- to learn up-to-date information affecting their work.

She points out that anyone can start an association simply by hosting a meeting of providers from the area.

In Texas, providers can borrow the video from their County Extension Office free of charge. Trainers in other states may be able to get their Cooperation Extension Service to carry the video in their local offices.

The Houston Training Guide and Technical Assistance Manual

Trainers at Houston's Initiatives for Children, Inc. have developed a training course guide based on the Texas A&M manual. The guide is based on three five-hour workshops of two 2 1/2 hour sessions each.

The Guide suggests activities to enhance the written materials through discussions, exercises, and homework assignments. It also includes goals for each workshop, resources, assessment ideas, a key to A&M manual pages, and NAFDC accreditation areas. Other practical information for trainers include job descriptions, letters of agreement, training certificate, information on accreditation, publicity for training programs, and evaluation forms for providers and trainers.

Family Day Care Education Series
Active Learning for Infants, Ones, Twos, and Threes
Harms, Cryer, et al.

The Frank Porter Graham Child Development Center has developed a range of materials for family child care training. Reviewed here are the Family Day Care Education Series, coordinated manual and independent study course, and the Active Learning Series and the television series, "Raising America's Children."

The Family Day Care Education Series

This program consists of thirteen user-friendly Information Packets for providers. The development and field testing of these materials was funded by the North Carolina Office of Day Care Services; revisions were supported by the Carnegie Corporation. The topics of the packets are:

- Family Day Care and You
- Growth and Development
- Health and Safety
- Space to Play and Learn
- Planning an Activity Program
- Handling Behavior Problems
- Good Food for Kids
- Day Care as a Small Business
- Special Things for Special Kids
- One Land: Many Cultures
- Working With Parents
- Community Help for Caregivers
- Care for the School Age Child

Each packet comes in a folder containing an attractive collection of short brochures and booklets. Materials on the left side of the packet provide basic information; materials on the right are fore applying the information. Trainers can add materials to the packets. Each packet contains:

- basic goals and guide to contents
- a booklet containing general information about the topic
- pamphlets on specific aspects of the topic
- activities to do with children that relate to the topic
- an activity that encourages the caregiver to apply learned information
- A handout for parents to encourage caregiver/parent interaction
- A list of resources for follow-up

Each packet follows the same format and uses color and number coding. This makes it easy to use the packets as reference material — for example to pull out the "Space to Play and Learn" packet and find the handout, "Outdoor Fun with Homemade Toys," then flip to the section on ball games, where two games for a basketball hoop and a tossing game. Organizations have the option of either purchasing the right to copy the information packets for a nominal fee, or purchasing the complete packets.

Compared to some of the other programs reviewed in this publication, these packets are designed for less educated providers. While college graduates may find the information too brief, people who have not gotten used to 300-page textbooks are likely to find the packets simple and non-threatening. All the information in the packets has been written at a 5th-6th grade reading level. (trainers may want to pass out one packet each week, assigning it as the week's homework, instead of giving providers all the packets at once.)

One of the special features of this information is that it does not depend on store-bought materials. For instance, the material suggested for the ball games described above are a basketball hoop or an old laundry basket with the bottom cut out, and a large cardboard carton with cut-out holes of different sizes.

Babies and toddlers are included in this information, though sometimes there is more attention to preschoolers. (Information about school-agers is presented in one packet.) There are a few other minor drawbacks. In some of the illustrations, shading was added just to make dark skin rather than used as an integral part of the drawing. The lists for further reading in some of the packets are weak, though they can be supplemented with readings listed in the Trainer's Manual. At one point is suggests that a provider will need to talk to a tax expert, rather than telling her how to get the information for herself. Sometimes providers are referred to as "family day care mothers."

The Trainer's Resource Manual

This 175-page manual helps trainers work with providers who are using the packets described above. It offers training activities to go with each of the thirteen packets. For example, in the discussion

of choosing toys, the trainer presents a bucket of toys and asks providers which age children would enjoy them. Another activity presents typical vignettes of behavior of different children and asks providers to guess how old the children are. Some of the activities get providers to remember and describe their own early experiences (such as memories of an emergency, and when they were disciplined).

Each section also includes print and media resource lists including bibliographies. An appendix identifies how each CDA functional area is addressed by the packets.

Other basic information about training is included.

Independent Study Course

The University of North Carolina uses these materials in two correspondence courses for providers and potential providers, one on Family Day Care Management and one on Building Quality in Family Day Care. Providers can study at home and mail in their assignments. An instructor at the University reads providers' written work, comments on it, and makes suggestions.

This course meets the training requirements of some states. The only entrance requirement is that the student have a group of children to carry out the assignments. Tuition is $50 per course if completed in nine months, with an extension possible at a small additional charge. Students get the packet and a manual that includes the homework assignments. They must wait to receive comments on one assignment before doing the next assignment.

Other trainers may purchase the publication "Independent Study Course," that discusses the instructor's role, guiding and responding to students, and keeping records. A St

The Active Learning Series

This series consists of four books:

- *Active Learning for Infants*
- *Active Learning for Ones*
- *Active Learning for Twos*
- *Active Learning for Threes*

Each book is divided into five sections, addressing planning and setting up the environment, activities for listening and talking throughout the day, large- and small-muscle physical development, creative activities (art, blocks, dramatic play, music, developing the senses and imagination, and active learning in the world around (especially math and science). Each book presents over 300 activities in card format. A symbol and key words identify different levels of development within each age group, and designate for each activity the length of time required, number of children who can participate, and whether the activity can take place indoors and/or outdoors.

These books are very attractive, on glossy paper with professional graphics. The welcome index at the front of each section and symbols throughout make it easy to find information. Unfortunately, such books are expensive to produce — they cost $20-22.50 each. Ideally trainers could purchase one set and lend them to providers. They do provide a great deal of information about the younger age groups that is helpful as supplements to curricula that are more focused on preschoolers.

Of special interest are the lists of what children of different ages can do: "Baby can . . . ., divided into ages 0-5 months, 5-9 months, 9-12 months. Here 33 activities are listed in approximate order of development.

Raising America's Children (Video Series)

This series of ten videotapes, each 1/2 hour in length, focusing on non-handicapped and handicapped children ages birth to six years. The were made for parents, providers, and center-based teachers. Because children's needs are the same regardless of setting, this approach works well for provider training. The videotapes are high quality, and have been shown on public television stations across the country (call your local PBS station to find out if it is scheduled to be shown in your area). The featured families are single- and two-parent, of different races and various socio-economic levels. Settings include parents at home, Head Start, family child care, a range of centers, and kindergartens. Children with special needs are mainstreamed into each program.

The videotapes topics are:

- The Nurturing Community (child care options, and quality of care across all settings)
- A Secure Beginning (the development of a child's relations to others: attachment, dependence and independence)
- Relating to Others (positive ways to help children develop age-appropriate social skills)
- Playing and Learning (stages of play as the natural way to learn)
- Listening and Talking (how language develops and how adults can help)
- Meeting Special Needs (alternative approaches for children with special needs)
- Thinking and Creativity (children's unique ways of thinking and learning, discovery through creative experiences)

- Healthful Habits (good nutrition, sleep, and other habits that promote wellness in different settings)
- Coping with Stress (ways adults can help children deal with stress and reduce the pressure in their lives)
- A Sense of Self (ways adults can enhance children's self concept through challenging activities that lead to success)

An Instructor's Guide describes the underlying philosophy behind the series and presents key ideas and training activities for each program.

A Study Guide, for more serious viewers, presents one chapter on each program, activities to try with children, observation activities, and other supplementary materials. This Guide can be used for self-study or as part of a course.

The information presented here is for the Education Series packets only.

The Creative Curriculum for Family Child Care Teaching Strategies — Diane Trister Dodge and Laura J. Colker

The Creative Curriculum for Family Child Care was developed under a grant from Head Start, as a curriculum for Head Start grantees and others who operate family child care programs. The Creative Curriculum is consistent with Head Start standards but attempts to go beyond the usual Head Start age range to include infants, toddlers, and school-age children as well. The basic philosophy behind this program is to provide "all the opportunities for growth and learning that take place in a quality child care center within the warm, loving context of the home environment." (*User's Guide to the Videotape*, p. 11) The curriculum is built around nine activity areas: dramatic play, blocks, toys, art, sand and water, books, cooking, music and movement, and outdoor play

The basic curriculum consists of a 257-page book for providers and a 122-page *Trainer's Guide*. A videotape, "Caring and Learning" shows the curriculum in action. It features scenes from four homes, addressing each of the nine activity areas described below.

This curriculum assumes that good family child care is educational. It is focused on helping children learn through activities. It is full of good ideas and solid advice, with practical suggestions that would benefit any provider. If providers are also highly motivated and reflective about what they do, they are likely to learn a good deal of early childhood education from this book, especially if they are also involved in the training class.

Perhaps the greatest strength of the Creative Curriculum is that it brings to family child care some of the current best thinking in the field of early childhood. For instance, the concept of "developmentally appropriate curriculum" for family child care is described clearly. The two key concepts in developmentally appropriate practice are that the provider individualizes her interactions with each child, based on observations of that child's needs, interests, and abilities — and that she offers age/stage-appropriate activities. Both of these approaches are well covered in this curriculum as it talks about preschool-aged children.

The concept of "teachable moments" is another classic early childhood concept that is woven throughout this curriculum.

> Throughout the day, unplanned events often occur that offer "teachable moments," unexpected learning opportunities. A sudden thunderstorm, the discovery of a cocoon, or a new litter of puppies in the neighborhood may arouse the children's curiosity. (p. 33)

The activity sections give many realistic examples of the kinds of opportunities that may arise.

Sound principles of early childhood theory are introduced in the context of activities that work well in the home environment. The art section, for example, explains why coloring books, dittos, and other adult-directed projects have no place in a good program for young children. It presents information on how to explain to parents why these materials are not in children's best interest. As described below, a suggested training activity helps providers experience the reasons behind this point of view.

This curriculum, while offering a great deal to beginners, will stretch even the most advanced provider of any style. For example, there are suggestions for providers who want to conduct parent workshops. Training work groups are assigned challenging tasks, like thinking of weighing activities using sand and water and a balance scale. The Trainer's Guide offers suggestions for providers who have unit blocks in their homes (rare in my experience). Even trainers may not fully understand what is meant by some of the concepts, for example, a suggestion for trainers in the Block Workshop is that participants divide into two groups and see how many ways they can find to show math concepts or relationships with unit blocks.

The nine activity areas were chosen because they promote developmentally appropriate activities in children of a wide range of ages. This works well with toddlers through school-agers, but it isn't quite enough for babies. If there are providers in the class who care for babies, trainers might supplement the program by adding discussion and handouts about such basic baby activities as feeding infants, changing diapers, and playing crawling and language games. On the other hand, the Creative Curriculum does a good job of showing how babies can be included in older children's activities — a skill that many providers need to learn.

Sometimes this program presents an ideal that may not match the realities of providers' lives. The vignettes in the book typically describe groups of five or fewer children. If this program is to be used with providers who care for larger groups of children, the resulting

problems should be addressed in training. Otherwise providers are likely to feel that this approach won't work for them. The program promotes the use of some equipment and materials — cots, prop boxes, flannel board stories, cushioning materials under the swings and slide — not found in many homey-type homes. What if a provider lives in an apartment building, and does not have a yard or even a safe park nearby? What if she has very little indoor space? Trainers can discuss alternatives for those who do not have some of the resources described.

This curriculum effectively builds on the opportunities home providers have to interact with parents. It explains that providers who discuss their curriculum with parents will be more appreciated for their important work, and also that parents may learn new ways to support and extend their children's growth and development at home. It assumes that some providers have a fair amount of self-confidence and knowledge — for example, that they might conduct workshops for parents. There are few suggestions to help providers learn *from* parents.

In sum, this training can help providers learn how to be effective teachers, and how to set up an environment that has many of the benefits of a child care center, while maintaining the intimacy and cozyness of home. Trainers can help providers pick and choose from the rich menu of this curriculum, while supporting and extending their own natural styles. This approach will be particularly appealing to people interested in maximizing children's learning through developmentally appropriate family child care programs.

Content of the Book

The book, *The Creative Curriculum for Family Child Care*, is graphically attractive and easy to use. Illustrations are informative and ethnically diverse. A logo for each activity makes it possible to thumb through the book to look for a section. The book offers something for every provider. The beginner can get good activity ideas and suggestions for effective ways to carry them out. The old pro can refine her program philosophy and get ideas for parent meetings.

The main section of the book presents activities to help children grow and develop in the nine areas. Each of the activity sections discusses the following topics:

- why the activity is an important part of a good family child care program, and the different kinds of development each promotes
- how to set the stage for the activity: selecting and storing materials and creating the space for such play
- how this activity area promotes emotional, social, cognitive, and physical learning in each age group
- special projects and tips on carrying out the activity
- involving children of different ages
- a sample letter to parents describing what children learn through this activity, how the provider works with them, and suggestions for parents about encouraging this activity at home.

The authors build on the fact that family child care allows consistent, individual attention in a calm atmosphere. Following are their strategies for talking to children:

- *Describe what you see the child doing.* This helps even preverbal children organize their thoughts. "You knocked that mobile with your foot. Look at it move!" . . .
- *Ask children what they're doing.* Once you've described for children what they're doing, try getting them to do this for you. "You've been playing with this doll for a long time. Tell me about what you're doing." . . .
- *Ask children questions that will make them think about what they're doing.* Through thoughtful questioning, you can help children learn to compare, solve problems, apply what they are learning in new situations, and predict what will happen. "What other toys do we have that make a ringing sound when we shake them?"
- *Ask questions that encourage children to explore their feelings and emotions.* . . . "How do you think Ira feels about sleeping overnight at a friend's house?" (pp. 39-40)

Throughout the book are particularly good examples of the kinds of open-ended questions a provider can ask.

Ideas about child guidance and discipline are realistic and practical, as well as being theoretically sound. For instance, it offers the following suggestion for early limit setting: "Always respond in ways that meet the needs of infants and help them to feel good about themselves. 'Such a tired boy. That's why you're cranky. You'll feel better after you nap.'" (p. 42)

The authors "tried to preserve the special characteristics of a home environment, not turn family child care homes into mini-centers." (p. *i*) Homey-style providers can gain a great deal from this

book. They will learn many good activities to do with children and helpful ways to think about how they can adjust their environments to encourage positive behavior and independent play while preserving a home-like feeling. There are clever suggestions for storage of toys and materials. Helpful strategies are included, such as the chart on page 20 to help providers identify problem behavior patterns, think about their possible causes, and then figure out how to eliminate the problem through minor changes in the environment.

The book promotes an informality that is homey — for instance, it suggests that school-age children might help themselves to a snack of their choice when they arrive from school. Vignettes at the end of each activity section describe a relaxed, individualized approach toward children of different ages. Providers are encouraged to be creative and flexible within a daily routine. It suggests the use of informal materials found around the home, and recycled materials (lengths of rope or paper towel rolls as fire hoses, shoe boxes as dolls' beds) although it also refers to many purchased materials.

The Trainer's Guide

Because the book focuses on presenting information, it is helpful to supplement it with the kinds of experiential activities in the *Trainer's Guide*. For example, the book mentions the important point that instead of focusing on the final product of an art experience, we should see it as "a means of self-expression as well as a satisfying activity in its own right." (p. 123) Many providers will not change the way they think about art activities from reading about it in a book. The corresponding workshop activities presented in the *Trainer's Guide* offer several hands-on experiences to help providers think about the processes and experiences of children's art:

- discuss the children's drawings and paintings collected for homework assignment
- color with your left hands – right hands for left-handed people – while trying to "stay within the lines," then use crayons freely
- discuss the advantages of child-initiated art compared to coloring books
- explore a variety of materials while the trainer models good ways to talk to children about their art.

These activities help providers see art experiences from the children's point of view.

The choice of training activities is left to the trainer. In addition to hands-on choices, trainers are encouraged to use mini-lectures, handouts, audiovisuals, and overheads, if they like. In other words, they could design some pretty trainer-directed workshops, disregarding the principles of adult education. When combined with the book which is also quite instructional and didactic, this approach could alienate some of the less confident providers and leave them less empowered than they were at the start of the course.

Thus it is important for the trainer to design activities which draw on the expertise of providers. Some good ones are presented in the *Trainer's Guide*; trainers can add others when they see they are needed. As providers make use of their knowledge and experience, they come to appreciate how much they already know. As the course proceeds, they gain sophisticated understanding of developmentally appropriate, educational family child care. Trainers report that they believe themselves to be the professionals they are.

Content of the Video

The Creative Curriculum videotape, "Caring and Learning," shows the program in action. Viewers are shown an image of family child care that is highly educational and yet relaxed and informal. Children and providers are having fun and enjoying their time together.

The video features four homes. The four providers are ethnically diverse. The use of home-made materials is mentioned although a lot of fancy equipment and materials are shown. One of the homes includes two children with special needs.

A *User's Guide* for the video suggests five workshops that can be used with the video to help providers think about setting up and equipping their homes, caring for children of different ages, and working with parents. These exercises are useful to link theory and practice.

The video could be used to convey to those outside the field how a high-quality early childhood approach can be adapted to family child care. The providers are indeed warm and loving as they stimulate growth and learning.

High/Scope
Training of Teacher Trainers

The High/Scope approach began as the "Cognitively Oriented Curriculum" for preschoolers in half-day programs. But gradually it has evolved in several directions. One of them, the Training of Teacher Trainers (TOTT), has shown promise as family child care training. The TOTT program has been sponsored for trainers from a range of settings around the country. A few of these trainers have been providers or others interested in family child care training, and they are now training providers in a High/Scope approach.

The basic approach is described in the book, *Young Children in Action*. It emphasized children making choices and actively learning from a rich variety of materials. While the current edition of this book focuses on preschoolers in center settings, a new edition (available in 1992) will be more relevant to providers. It will discuss interactions between children and adults in any setting — addressing the kinds of supports adults can offer to help children engage in learning, whether in a home, a center, a car, or outdoors.

High/Scope was strongly influenced by Piaget's ideas about how preschoolers learn. Gradually it has evolved and broadened in response to various needs. The curriculum has been expanded beyond cognitive development, giving some attention to the arenas of personal, social, physical, and creative development. High/Scope is just beginning to address the needs of younger children.

As would be expected, it has taken a great deal of modification to stretch a cognitively oriented, half-day preschool curriculum to meet the needs of family child care. But it has happened, somewhat independently, in several communities. Now, for example, High/Scope is being offered

- as a course at community colleges (sometimes with center-based teachers in the same class — see Part 1), and
- as one component among many in Family-to-Family or other family child care training programs.

An effective aspect of the High/Scope approach is that it is flexible. A teacher or provider is encouraged to adopt the parts that make sense to her, and to set aside the parts that do not fit her style or situation. One trainer summed it up:

> Providers need to choose whether they want their environment to be like a home or more like a preschool. It's up to them, and they can use High/Scope either way. They figure out what will work for them.

Similarly, the trainers may emphasize one aspect of the total program, and de-emphasize or adapt other aspects to fit their trainees. So a trainer can create her own additional handouts, weave in her own ideas, and customize the training for the individuals she works with. This is developmentally appropriate curriculum for adults! It is enlightening for trainees to realize how their training parallels good curriculum for kids.

High/Scope training puts the principles of adult learning into practice in ways that match providers' preferred ways of learning, doing, and being. As the active participants think about what aspects of the approach will fit into their program, they use active learning and problem solving, allowing them to experience their own version of the children's curriculum described below.

The content, described in the next section, has also excited many providers. And as will be seen in the final section, this program has helped providers make major gains in working with parents and in their own growing sense of professionalism.

Content of the Program

The description of content that follows integrates some of the recent innovations that family child care trainers — especially Sally Leonard at Resources for Family Development in Livermore, CA — have brought to the basic High/Scope approach.

Arranging the Environment. Every child care environment should be set up to invite children to choose activities, help themselves to what they need, and return it when they are finished. In child care centers and some family child care homes, this involves setting up different parts of the room for different kinds of play, especially blocks, dramatic play, and art. Some providers find this approach works well for them. They tend to have larger houses, often with a children's playroom.

Other providers can not or do not want to turn their homes into mini-preschools — they do not have enough space, or they prefer to keep the homey feeling. Often there is not room to store and display materials near the place where children will play with them. But even these providers report that they use High/Scope's concept of

arranging the environment. They like the concept of specific activities belonging in specific places. For example, they may use the kitchen table for art activities as well as eating. But the children know that if they want to help themselves to crayons, water colors, or collage materials, they can do so only when the kitchen is not being used for cooking or eating. One provider said,

> I use one corner of my living room for block play. The blocks are stored in my daughter's bedroom, but the children know that they can go get the blocks and bring them to this corner of the living room, and there nobody will knock over their buildings. We call it the block area, and they understand.

H/S should develop materials on home arrangement to accommodate the needs of a family living in a small apartment. For example, rather than an art area, there may be the kitchen table and floor, and the park.

Throughout the High/Scope approach, there is no one right way. Each provider has to find a personal style that works and feels comfortable. For example, those who have high need for control will need to stretch to allow children to help themselves to a wide array materials. Some will make more use of some kinds of activities, such as art or dramatic play, than others.

A central feature of preparing the environment is to store each material in a particular place, labeled so that all the children understand how to help themselves to materials and put them back. Each material has a particular storage place, though in homes it may not be near the area where it is used.

For younger children, the labels are the objects themselves or pictures of the objects. For instance, a lego block is tied on to the lego container. On the shelf or in the cupboard where the container goes is a picture of legos cut out from a catalogue, and held in place with clear contact paper. For children who are learning how to read, some labels should be printed words. Providers report that toddlers are usually able to get out and put away their own toys. Instead of feeling that this is a chore, most children gain satisfaction from the sense of competence and autonomy the gain by making choices, carrying them out, and finishing up. Providers can spend less time picking up toys and more time interacting with children.

Daily Routines. Within this prepared environment, children spend much of the day in active learning, choosing what they want to do. A central feature of the original curriculum is "Plan, Do, Review." Applying Piaget's theory, teachers are to encourage children to tell what they plan to do during activity period, then do it, and then review what they did — by telling the group about it, or writing or drawing about it. In addition to this work time, other parts of the daily routine usually include small group time, circle time, and outside time. For younger children, conversations at meals and snacks may replace small group and circle time.

Family child care providers are encouraged to meet the needs of their family members as well as their child care children and families. For example, providers may want to be very strict about a 5:30 closing time, or to get a sub so they can take their own children to an after-school activity.

Some providers also like to keep up with their housework during the child care day. The routines they establish can involve children in the housework, or the provider does housework while the children are actively engaged in their own activities. These are reasonable practices for someone who works ten hour days with no breaks, provided the children's experiences are constructive.

Key Experiences. Active learning is the process emphasized by High/Scope. The key experiences supply the content. In the original curriculum, these are language, representation (including art), classification, seriation, number, space, and time. Additional key experiences for school-agers are writing, reading, science, and social studies. For younger children, social and emotional development and movement and physical development have recently been added to the original list. The adaptation of the key experiences for infants and toddlers include: language and communications, watching and recognizing objects, understanding objects and spatial relationships, causing events to occur, imitation, and social-emotional development.

The theory is that providers observe children and find ways that each child can actively participate in the key experiences. According to providers who like using High/Scope, all the key experiences can be found in ordinary experiences around the house — for example, classification, or sorting, is used as laundry is sorted and toys are put away. Several providers report that this approach allows them to support and extend the curriculum that emerges from the children, rather than planning themes or other activities.

Adult Team Planning and Parent Involvement. A central feature of the original curriculum involves the staff working together as a team. Who are providers' team members? Large group home providers have found this approach to work well with their assistants. Some H/S providers have involved parents as their team members.

Providers communicate with parents daily about the children's activities. They teach parents about the curriculum, such as asking open-ended questions or building, sorting, and ordering into putting away toys or laundry. Usually such communication occurs informally, although providers might conduct a workshop so parents can actually do the activities. They might put out a newsletter informing parents of what has been happening and involving them in planning upcoming activities or collecting materials.

Providers who have developed a High/Scope approach report that parents are enthusiastic about the educational quality of the program, and that they tend to keep their preschoolers in the home rather than moving them to a center.

Across the country, trainers reported that providers make the following basic gains from long-term High/Scope training:

- They give children more choices of where to play and what to play with. Children gain in self-esteem as they learn that they can make a plan and follow it, and afterwards say "I did it." "I can make things happen."
- Providers become more focused on what is being learned in their programs.
- They usually rearrange their homes so that materials are more accessible to children. It should be noted, however, that most providers do not want to convert their homes into schools. (A couple of providers dropped out of training because they were not willing to rearrange their homes.)
- They learn how to observe children and individualize their response to each child. They learn how to stand back and watch.
- They learn how to ask open-ended questions.
- Children learn to put toys and materials away. Clean-up time is easier.
- Discipline problems are reduced as children gain more autonomy over their activities, and providers do not need to direct activities and motivate children to participate.
- They learn how to talk to parents about what their children are learning. Some have met with parents to explain basic ideas such as active learning and making choices. Occasionally, parents report that they too are offering their children more choices: "Which outfit do you want to wear today?" "Do you want to come with me to the laundromat, or go to Nonna's house?"
- Parents report that their children are learning more than they did before the H/S program. They also comment on the increased competence and clarity of their providers.
- Often these providers have been able to keep children until they are ready for kindergarten, rather than losing them to programs the parents believe to be more educational.
- Providers have more fun when they can watch and interact with children learning rather then spending much of their time as leaders and disciplinarians, doing for children what they could do for themselves.
- Some provider/trainers enter a professional network of other High/Scope trainers.

Content of the Video "The High/Scope Curriculum: Its Implementation in Family Childcare Homes"

This video shows three family child care providers and their homes. Two of these are large group homes set up mini-preschool style, the third is a more homey-style home. One of the providers is black, two are white. Providers explain what they like about the approach. They show some innovative ideas about setting up a home, such as using carts to store materials that are used in a particular area of the room. The carts are used as room dividers during playtime, then wheeled elsewhere for storage.

Needs for Further Adaptations for Family Child Care

Developmentally Appropriate Practice for Younger Children. Although the H/S approach to working with preschoolers is consistent with their needs, abilities, and interests, some of the materials developed for younger children are not appropriate.

Perhaps the worst example is using the Plan-Do-Review routine with toddlers and even babies. "For babies, planning often meant simply crawling to where they wanted to play. Once a baby arrived at a play space, the provider used language to label his/her choices." (*Extensions: Newsletter of the High/Scope Curriculum*, Vol. 4, # 6, p. 2) Babies and toddlers naturally prefer to do-do-do (no pun intended), perhaps with running commentary. More effort should be put into developing key experiences for 0-2 year olds that support their own special areas of development.

Full-Day Programs. Because the original curriculum was developed for half-day programs, some trainers are still focused on morning plan-do-review, to be repeated in the afternoon. New models will emerge as better suited to the typically 10-hour days of family child care, as well as the shorter attention spans of younger children.

Long-Term Training. Everyone interviewed for this study reported that the approach takes time for people to "get it." They grow step by step over not only months but years. First they grasp the concepts, then they gradually change their behavior, then they learn to talk about it with others. Even the trainers often respond negatively to parts of the curriculum at first, but after monthly training sessions over time, they usually become enthusiastic or even passionate. Similarly, most providers and teachers need a long time and a lot of practice to understand how to start asking open-ended questions, or know when to intervene or stay out of children's arguments.

For this reason, it is best if a trainer can work with provider over several months. For example, a systems coordinator who gives ongoing training would be effective. Direct supervision in the form of home visits was also strongly recommended by the provider trainers.

When long-term training is not possible, some trainers have adapted some of the important pieces of the H/S Curriculum to brief workshops on topics such as:

- how to set up your home so children can make choices;
- how to engage children in active learning;
- how to ask open-ended questions to encourage problem solving and language development.

Expense. Typically the TOTT costs $5,500 to train each trainer. While such fees may be affordable for some public school systems, it is difficult to imagine too many family child care groups that are going to be able to afford such training. On the other hand, only one trainer in a community may be able to reach a significant number of providers. High/Scope has helped communities develop sources of funding. Agencies should get the most for their training investment by screening for trainers who have a commitment to offering the training for several years.

Better Baby Care
A Book for Family Day Care Providers
by Margaret Nash and Costella Tate

Better Baby Care/ A Training Course for Family Day Care Providers
by Linda Eggbeer and Mary Martha Howe (Eds.)

The Children's Foundation

In response to the lack of information about babies and toddlers in most early childhood training programs, the *Better Baby Care* curriculum was developed as a collaboration between providers and the Children's Foundation. This curriculum can be used on its own for providers who have only very young children, or it can be used as a supplement to programs that focus on preschoolers. It succeeds in combining sound child development and early childhood practice with a practical, down-to-earth familiarity with family child care.

The book can be used by providers on their own or as the text in the training course. A training program has been designed to supplement the book. For most subjects, factual information is presented in the book; the workshop sessions are reserved for activities in which participants actively discuss topics and share their experiences. Some of the information that is presented directly in other curricula is developed by the providers in the Better Baby Care approach. For example, instead of presenting good diapering procedures in a class, Better Baby Care presents the information briefly in the book. Then in class, the leader asks participants to spend 3-5 minutes describing safe and healthy diapering. For first aid kits, providers bring their own kits to class and go through their contents. The leader asks for comments, additions, and critiques. Unfortunately, there is no sample first aid list in the book.

Content of the Book

This attractive 150-page book could be called "Everything You Need to Know About Taking Care of Babies." It combines practical information with sound principles of child development and early education. The style is pleasant and easy to read without being overly simplified.

The book begins with a discussion on how to arrange your home so babies have spaces to crawl and toys and equipment that are right for them. Suggestions for helping a new baby feel welcome include ways to prepare older children for the new baby, and adapting your schedule to the baby's needs. "If children are allowed to be involved, they will accept the baby. If they are always told to 'stay away!' they may become resentful and jealous." (p. 8)

The reports on attachment and self-esteem effectively combine sound early childhood theory and a practical approach that is well grounded in the reality of family child care. The concepts are explained in every-day terms, e.g.,

> Babies can be attached to more than one person at a time. A baby can be attached to mom and dad, mom and a grandparent, or parents and a family day care provider. An infant who is in day care needs to be attached to the caregiver as well as the parents. (p. 14)

Typical situations that ring true to providers are analyzed in terms of what the separating child and parent need and what the provider can do to help. Photographs and illustrations are attractive and convey additional information.

The chapter on "How Baby Grows" is similarly well grounded in both current theory and provider practice. It states that different babies work on different skills at different times, and it is the provider's job to respect their choices and encourage them in whatever they are working on at the time. Each discussion includes simple, provider-tested activities to do at each stage. There are a few paragraphs each on such topics as what newborns can see and what providers can do to enrich their visual surroundings; one illustration shows how to swaddle babies to help them feel more secure.

"Understanding Infant Behavior" discusses babies of different temperaments — fussy, jumpy, sleepy, timid, and wakeful — and what they need. The material addressing common toddler behaviors includes limit-testing and limit-setting, exploring, thumb sucking, temper tantrums, biting, masturbation, potty training, and learning self-control.

"Nutrition and Feeding" discusses the developmental milestones of eating behavior in children until age two. Health, Safety, and First Aid includes a list of early warning signs of possible special needs, a room-by-room list for poison-proofing your home, and emergency first aid (an insert came with the book showing a newly-revised first aid practice). Final chapters include brief descriptions

of licensing and record keeping and getting off to a good start with parents.

Appendices include a bibliography, brief lists of books and toys, and detailed descriptions of infant health problems, and eight pages on homemade toys for babies.

Content of the Leader's Guide

The training course described in this 41-page leader's guide is so detailed that it can be conducted by trainers who do not have specialized knowledge of young children, since the leader's role is that of facilitator rather than expert. If the leader does not have experience as a provider, it is recommended that a provider be brought in on some of the sessions.

The course is structured for three 6-hour sessions, although it can be divided into six 3-hour sessions or other formats. Each section lists goals for the session and small and large group activities to meet each goal. Each session begins with a warm-up and ends with a wrap-up that summarizes what people learned and describes homework exercises.

Principles of adult education are well met by the group activities and hands-on homework assignments. Throughout, the focus is on the learner and active engagement with the topics.

One particularly effective example is the way this curriculum approaches teaching child development. As experienced trainers know, the mere mention of the words "child development" can put providers to sleep. The following exercises wake them up. Session I ends with small and large group activities on observing children. The homework after the first session is to read the 40 (easy-reading) pages on child development, and to do two half-hour-long observations of babies, focusing on baby's behavior, interactions, verbal and non-verbal expressions, and any needs displayed. During the next session, participants receive a form with the following headings:

INFANT AND TODDLER DEVELOPMENTAL STAGES

Age	Motor	Social	Language	Cognitive
0-3 m				
3-6 m				
6-9 m				
9-12 m				
12-18 m				
18-24 m				

In groups of three, participants try to fill in the boxes, using the observations from their homework. They work together, but each one fills out her own individual chart. Then the large group comes together and the leader writes all their observations on a big newsprint chart. Participants are reminded that these stages are only guidelines, and each baby develops differently. Finally, the leader passes out the handout "Child Development Landmarks" and participants compare this chart to the one they made.

Throughout the sessions there is a similar flow of active involvement from small and large group activities. Very little information is presented in lecture form. Information is presented in the book and handouts, and it is assumed that participants have read them.

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Second Helping – An Advanced Enrichment Course for Family Child Care Providers
Windflower Enterprises

Second Helping is a 32-hour, 4-part enrichment course for providers who have been offering family child care for at least eighteen month. It is also a Train the Trainer course that is an intensive week-long course. Trainers must be family child care providers who have been in the field for at least 3 years. Second Helping assumes that providers have previously attended a basic course or numerous workshops that cover health and safety, toys and equipment, and other basic skills.

Windflower emphasizes that their course was created "by providers for providers" to renew their enthusiasm and prevent them from burning out. The curriculum was developed by three providers, Catherine Clarke, Cynthia Neale-Downing, and Sandra Schalmo, and their partner, Cheryl-Ann Whitehead. And indeed Second Helping has qualities that is different from the other trainings that may be due to its origins.

One of the special features of Second Helping is that each provider is encouraged to find her or his own unique style of offering care. It emphasizes that there are many "right ways," and that flexibility and adaptability are keys to customizing their businesses. This thread is woven through all the modules. For example, providers define their own identities and then plan how to market their own special programs; they customize their parent contracts to reflect the way *they* choose to do business. Another unique contribution of this curriculum is its perspective on the importance of family — the provider's own family, the clients' families, the family child care family, and the big extended family they all became together.

The approach of Second Helping is to promote growth in the field of family child care from within the profession. Providers who take the Second Helping course feel enriched personally and professionally. The curriculum offers a self-validating experience as well as new career skills. It gives them the sense of being part of a profession, and helps them appreciate the importance of their contribution to children and society. Many providers find this training inspirational. It succeeds in making them feel more professional and more entitled to be businesslike in their relations with their clients. It renews their interest in their field and motivates them to set new goals for personal and professional growth.

Because the emphasis of Second Helping is on nurturing and developing providers' individual differences, promoting professionalism, and teaching business and interpersonal skills, there is less emphasis than found in some other curricula on traditional early childhood education content. The final module promotes the importance of children's self-esteem and positive interaction skills, and builds on the hidden curriculum and natural learning enviroment found in every child care home. Common themes woven throughout the course include interrelated concepts such as self-esteem, stress, and assertiveness. It also encourages providers to take care of themselves, for example by hiring a weekly substitute. It encourages them to use the parents, or clients, as a support system. In a discussion of how these inter-family relationships can be customized, they suggest that one family might run errands for the child care program, a second might care for the provider's children on weekends, a third might help with the household maintenance, and a fourth might not get involved in any special way.

The amount of information presented in the trainers' one-week course is enormous — without practice it might not be assimilated. Ideally trainers should refer back to their manuals during the months following training to refresh their memories and continue to work at putting the concepts into practice, even though they do not have to practice everything they are teaching. For providers who take the standard (non-trainer) Second Helping course, this is less of a problem because the 4 modules are usually scheduled once a month or less often, so there is time for assimilation in between.

The tone of this training is informal and enthusiastic, reflecting a New Age perspective that is down to earth and practical. It integrates self-help and other strategies from a range of sources.

Providers and provider associations are urged to build partnerships with one or more of the following groups: resource and referral agencies, employers, parent groups, service clubs, Child Care Food Program sponsors, and community colleges. And likewise, those groups should not offer family child care services without involving providers. See Windflower's position paper, *The Provider Connection* (1990).

Content of the Trainee Manuals

Each of the four modules has a corresponding manual of approximately 55 pages for providers. The modules, which require one full training day each, are: The Provider, The Business, The Family, and The Children. Each module ends with a quiz and evaluations of the workshop and the trainer. The course involves some interactive and problem solving exercises and discussions as well as lectures. There is an exam at the end of each module.

Module I: The Provider. The curriculum recognizes that the provider is at the core of the quality of her program. Her self-esteem has a strong effect on the quality of care she offers. (Consistent with the research finding that a parent's self-esteem is the strongest builds a child's self-esteem, it is logical that building providers' self-esteem would in turn build children's self esteem.) The module offers exercises in self-assessment including self-image, and how negative self images can be changed; a range of skills including communication skills (sending "I Messages," active listening, conflict resolution, and assertiveness); assessing personal preferences and customizing one's program to match; burnout prevention and providers' mental and physical health.

Module II focuses on the business aspects of family child care. It asserts a strong point of view that providers are professionals and their business practices should reflect it.

> Dealing assertively with clients may be uncomfortable to providers who were attracted to child care for its loving, nurturing quality. The mind set that "loving for a living" and business are mutually exclusive prevent many from viewing themselves as a viable business and marketing themselves as such. (p. II, 1)

Providers need to develop a clear self-image in their own minds and then consciously project it to clients and the community.

Topics include the importance of provider self-determination (as advocated in *The Provider Connection*, 1990) and provider associations; projecting a professional image; customizing contracts and other policies; intake (enrollment); teaching providers to advocate their needs with parents; collecting fees; vacations and time off; using local, state, and national support services and resources (resource and referral agencies, and the Child Care Food Program); licensing and its rationale; marketing (creating a portfolio, business cards, and flyers); and career development and credentialling opportunities in family child care.

Module III focuses on the family, in depth.

> The provider's family becomes the loving foundation upon which the security and mutual interests of other families are built. There are many families to consider — the provider's family, the client families, and the unique family that is created by the provider and the children in her care. *Curriculum* (p. 13)

The module begins with recognition that family child care programs are just as diverse as families. Participants discuss fifteen characteristics of a healthy family. Strategies for respecting cultural and ethnic differences include supporting cultural diversity in families and offering multicultural experiences to children. Providers are encouraged to define their own family style and discuss ways to safeguard their families' needs. Through the concept of "customized integration," providers think about unique ways to involve each client family — matching the needs and style of *that* family, of course.

Other topics include time management, coping skills for single-parent providers, and fun for families. Tips are given for making one's own children feel special and involving all family members in the child care business. Some common areas of conflicts with clients are discussed. Many specific ideas are presented, such as having a potluck dinner to welcome a new family into the group.

Module IV focuses on children, including the gifts children bring to their daily interactions. Participants discuss their personal definitions of quality in family child care, and other common indicators and ingredients of quality — and how to talk to parents about these areas. Curriculum is focused on learning from the natural environment and the hidden curriculum of daily life and play. Topics include the important role of supporting and safeguarding children's self-esteem; building healthy attitudes and feelings in children; bonding and attachment; positive role modeling; stress reduction; brief description of setting up the environment; brief description of areas of play; and how the provider can help children of different ages benefit from the same activities.

The concept of developmentally appropriate practice is introduced, with a discussion of the difference it can make in the quality of care that is offered. Areas of child development are reviewed through observation and a worksheet — providers are referred to other sources for detailed information about child development. There is a brief discussion of behaviors that tend to appear at different ages. The section on guiding children's behavior emphasizes children's developmental abilities and natural and logical consequences, and how all children benefit from "therapeutic care."

Discussion of the natural learning environment of family child care includes setting up the children's spaces and including daily routines as natural learning activities.

The Train the Trainer Course

In addition to the Second Helping Curriculum, Windflower has designed a course to train providers to be instructors. To be eligible for the Train the Trainer course, one must be a provider who has been in business for at least three years. Full tuition for the course is $600, or $450 if held in Colorado Springs, Colorado — Windflower's home. The Train the Trainer Course takes 48 hours: 32 hours regular training, 13 hours adult learning and presentation skills, and 3 hour wrap-up. Potential trainers are encouraged to approach sponsors, especially their partner groups, for funding. Ideally, participating trainers have had a history of leadership in the family child care profession and previous experience with adult education, teaching, or public speaking. To become certified as Second Helping instructors, participants must complete the six-day course with a successful evaluation. They must also sign a formal agreement with Windflower that they will protect the integrity of the training by teaching from the curriculum as written and be actively involved in marketing the training in their community. Eventually Windflower intends to publish a newsletter and establish a technical assistance hot line for their trainers.

Trainers are encouraged to build partnerships with their local provider association or another non-profit agency such as a resource and referral agency or community college. Ideally these partners may help to fund and institutionalize the training in the community.

After this training, the instructors are eligible to present the four 8-hour modules, described below, to providers in their communities. All providers need to take the first module first; the remainder may be taken in any order. The course is structured so that it may be offered on a continuing, rotating basis; the modules may be presented all in one week, or one day per month, or any other pattern that suits the participants. In addition, trainers may set fees to meet their needs, so the course can be funded by fees alone, or it can be subsidized, or income-generating.

Part of what makes Second Helping so successful is the four Windflower author/trainers. They are inspiring and charismatic. Will their trainers gain the same level of enthusiasm and be able to pass it on to the providers they train?

Content of the Trainer's Manual

The Trainer Manual contains, almost word for word, the majority of the training. It includes tips, lecture notes, and the content of the trainee manuals. The Technical Assistance Package contains practical information about setting up the training, registering trainees, marketing, and negotiating a sponsorship agreement with funding groups.

Trainers are given directions for each workshop that are detailed and explicit. The format will make use of graphics for clarity — for example, the workshop directions will be set off in boxes.

Helping Children Love Themselves and Others
A Professional Handbook for Family Day Care

The Children's Foundation

This handbook is full of practical ways that an anti-bias, multicultural approach can be integrated into the everyday life of a family child care home. As Louise Derman-Sparks (the author of *Anti-Bias Curriculum*) says in the forward, this approach can help children appreciate each other, develop a sense of fairness, and learn to stand up for themselves and others. "When you help children notice and accept, in fact celebrate differences, you pave the way to prevent prejudice and promote compassion, tolerance, and understanding" (p. xi). Although the book was written for providers, it would also be helpful to trainers working with providers who want to develop workshops around these topics. In addition to a sound philosophical grounding, it suggests activity ideas for children for children and discussion topics for providers (for example, experiences we have had with other cultures and how we felt about them).

The book is based on several premises:

- Family child care can be a means to promoting compassion, tolerance, understanding, and self-respect. We live in a diverse world, and by living together and coming to see and appreciate our similarities and differences, we learn to respect diversity. Providers can prepare children to be citizens and leaders of the 21st Century.
- Young children gradually become aware of differences among people. Without help from others, they may feel these differences are strange, and eventually that different people are inferior. The more they get the message that some groups are worth more than others, the more they believe it. Providers can help children appreciate and enjoy the differences among each other — and to feel proud of themselves and their families. In fact, it is people's differences that make them special.
- Providers can support and teach cooperation and help children learn to resolve their own conflicts democratically. Such children will grow up to be good citizens of this democratic society.
- By answering questions about differences honestly, providers can help children move beyond their concerns, to see the real person behind the characteristics. Concrete examples are given about how to talk to children about anatomical differences and other physical and cultural differences.
- Providers should build partnerships with families. While valuing diversity among families, the book also speaks to providers who prefer to work with families similar to themselves. There is diversity in any group which can be respected and appreciated.

Consistent with the philosophy of *The Anti-Bias Curriculum*, this handbook encourages providers to intervene immediately if one child rejects another on the basis of identity. For instance, if a provider hears someone say "Girls can't do . . . ," it is a perfect opportunity to teach about sexism in a positive way. An anti-bias approach goes beyond a multicultural approach in that providers actively watch for such learning opportunities. This teaches children to speak up against unfairness, and to stand up for themselves when they are being treated unjustly.

Trainers may want to show the videotape, *Anti-Bias Curriculum* (see description under *Anti-Bias Curriculum)*, as the authors of *Helping Children Love* did in their pilot study, because pictures help to bring home the concept.

Content

The handbook is divided into three sections. The first section, the Equity Handbook, presents a discussion of issues including:

- how racial and gender awareness develop in young children
- the stereotypes built into language, including ways to talk to children about the sexism, racism, and other "-isms" portrayed on television
- working with parents around these issues
- setting up a family child care home to promote anti-bias and multicultural education.

The challenge of such an approach is acknowledged:

> Most of us have room for improvement in our attitudes and behaviors, but changes do not occur overnight either within ourselves or with children. It's hard to push ourselves to grow and learn. But we must do it in order to be more effective role models for children. (p. 4, check)

Trainers could adapt some of the basic ideas presented here into another basic curriculum. For instance, the strategy of helping children "Resolve Conflicts Democratically" could be included in a workshop on child guidance and discipline. Building on the activities in the section on "Feelings," trainers could have providers role-play using puppets or dolls to help children talk about what just happened during a fight between two children.

Children are exposed to biases and stereotypes on television, in books and toys, in their families, and in family child care. The book helps providers look for sources of bias. Following are some of the topics it introduces:

- Criteria to evaluate any visual displays for biases of gender, race and ethnicity, physical differences, age, variety in family composition, and so on.
- A modified version of The Council on Interracial Books for Children's excellent "10 Quick Ways to Analyze Children's Books for Racism and Sexism."

The book assumes that we all have prejudices. Questions are posed throughout to help providers examine their own attitudes. Here, for example are some questions from the section on Parents as Partners, about how you view families:

- How do you feel about parents whose race, income level, age, family structure, or lifestyle is different from yours?
- How interested do you think parents who receive welfare payments are in their children?
- Do you prefer to care for children of only one race or ethnic group?
- Do you believe that English-speaking parents are smarter? Are better parents?
- What would influence your decision about caring for a child from a gay or lesbian family? (p.14)

Brief but helpful factual information is presented, such as how adults tend to treat girls and boys differently, and why Thanksgiving is a day of mourning for some Native Americans.

The second section presents Equity Activities. It discusses the concept of developmental appropriateness in terms of family child care, encouraging providers to use every day activities and teachable moments for anti-bias and multicultural learning. Other activity themes include: appreciating similarities and differences, community workers, decision making and problem solving, families, feelings, friends, self esteem, and growing up. There is a calendar noting several days each month to commemorate heros/role models and major equity events. Some of these days may be useful to stimulate discussions about diversity among children ages four and older.

The third section is a Resource Guide to Equity Materials for Young Children. It presents a 34-page bibliography of children's books, with 1-2 sentence annotations and recommended age range for each one. Next to the annotations is a grid coding each book by the gender and ethnicity of main character, themes of special needs, and strong anti-bias messages.

Providers are encouraged to find out about the cultures of the families enrolled, including the holidays they celebrate, the words they use to talk about different topics, eating habits, and so on.

Finally, there are lists of companies that market anti-bias or multicultural books and materials, national organizations, and a bibliography of books for adults.

Helping Children Love Themselves and Others touches on every area of the curriculum except health and safety. It gives major emphasis to the Indoor Play Environment, Social Development, Self Development, and Working With Parents. It also adds an important anti-bias, multicultural perspective to Language Development and Policies and Procedures.

Anti-Bias Curriculum
Tools for Empowering Young Children
Louise Derman-Sparks and the A.B.C. Task Force.

> Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken and unspoken messages about those differences. Racism, sexism, and handicappism have a profound influence on their developing sense of self and others. (p. ix)

Anti-biased curriculum teaches children to feel proud of who they are and what they can do, to understand and empathize with each other, to appreciate all kinds of diversity, and to stand up against discrimination. Although this 149-page book and accompanying video were intended for early childhood teachers, administrators, and parents, it makes some important contributions to early childhood education which can easily be adapted. *Helping Children Love Themselves and Others* addresses much of the same content, but trainers and providers who are especially interested in the topic will gain additional insights and ideas from *Anti-Bias Curriculum*. The book will be especially useful to trainers designing self-evaluation workshops. The videotape has been helpful to providers using *Helping Children Love* as well as to those using *Anti-Bias Curriculum*.

For many readers, the anti-bias approach offers a visionary new paradigm. Previous multicultural activities tend to slip into tokenism: "OK kids, today is Martin Luther King's birthday. Tomorrow it'll be back to regular life." Derman-Sparks and her colleagues call this the "tourist curriculum." Children "visit" one-time, often exotic, holidays or events, then return to the dominant culture. Or one "ethnic" doll is added to a collection of white dolls. No real understanding of people and their cultures is gained from such tokenism. Anti-bias education is also expanded to include appreciation of all kinds of differences, not just cultural diversity.

An active anti-bias approach gives children the understanding and emotional strength to stand up for themselves, others, and a more just society. They learn that they can speak up against unfairness and take action to change discriminatory situations. For example, the videotape shows young children making a handicap parking space at their school, and making tickets to put on cars that park there to explain that the space is reserved.

Many teachers and providers fear that they cannot or do not need to carry out this approach if all their children are of similar ethnicity. But the authors assert that these teachers and providers have a special challenge. Groups that are not diverse are most in need of learning about diversity. When children absorb the spoken and unspoken biases of the dominant culture, all children are harmed. Children who come to feel superior because of their race or gender learn a distorted and dehumanized reality.

Just reading the book raises awareness. For example, special care is given to the language used to talk about "differently abled" children and adults, or those with "nonstandard bodies." (p.11) Appreciation of family diversity includes not only single-parent families and extended families, but also lesbian and gay families, interracial families, and adopted families.

An anti-bias approach also includes a responsibility to make sure that incidents of bias are not minimized or ignored. Without active intervention, stereotypes are perpetuated. The authors urge teachers to take a proactive stance against discrimination, and to help children do the same.

> Children learning to take action against unfair behaviors that occur in their own lives is at the heart of anti-bias education. . . . For children to feel good and confident about themselves, they need to be able to say, "That's not fair," or "I don't like what you are doing" to a child who is abusing another child. If we teach children to recognize injustice, then we must also teach them that people can create positive change by working together. (p. 77)

The book and video recognize that change does not happen overnight. Promoting an anti-bias approach is hard work. The authors tell us that at times it will make us uncomfortable, and we will make mistakes. They urge that people who want to adopt an anti-bias approach form a support group. Ideally the group should plan to spend at least a year working together toward changes in their programs. Adults, like children, learn by making mistakes, understanding them, and trying again. The reward comes as each child and adult is supported to grow to full potential, prepared to live in a diverse and complex world. Providers and teachers have the additional satisfaction of knowing that they are working to make their programs as good as they can for all children and families.

Content

The book begins with a strong philosophical statement about the importance of an anti-bias approach. The next four chapters describe developmental tasks and guidelines and suggest activities for preschoolers and kindergarteners on racial differences and similarities, disabilities, gender identity, and cultural difference. Other chapters address creating an anti-bias environment, learning to resist stereotyping and discrimination, planning holiday activities, working with parents, and self-education. At the end are adult bibliographies and a list of children's books with brief descriptions and information about age level and whether the book addresses family, gender, people of color, disabilities, work, prejudice, and activism. There is no index.

The sections on self-evaluation suggest ways to analyze how we respond differently to children of different races, to boys and girls, and to varying physical abilities. It helps us look at our attitudes toward our own ethnicity, gender, and physical ability, and our attitudes about children and families with different styles and appearances. It suggests ways to look for institutional racism, sexism, and handicappism in our programs (see pp. 14 and 112-117). Readers are encouraged to consider how society tends to blame the victim for social problems.

Unfortunately, the book hardly mentions classism, or social class bias. Teachers and providers often need help in learning how to talk to children about issues in this area, for example about homelessness. A lovely exception is the following story one of the teachers tells about a doll. Marisela's mother, who is a garment factory seamstress. Among the details of the story: she rides the bus to and from work; she wishes she could afford to buy Marisela the pair of red overalls she sews at work; she is laid off then gets a job as a carpenter (p. 146-148). (NAEYC is planning another book that will extend the anti-bias curriculum.)

A sampling of the numerous concrete suggestions throughout the book include:

- activities to help children learn about physical differences of people of different races
- ways to integrate anti-bias content into everyday activities (easily adaptable to family child care)
- ways to respond immediately to a child's negative response to another's difference, including helping the child figure out why she or he is uncomfortable with that difference
- suggestions for when and how to intervene if children are excluding others from their play
- brief information on holidays that can be used to promote cultural understanding, such as Kwanzaa and Thanksgiving and why it is a sad day for some Native Americans
- ways of working with parents, including establishing a dialogue to explore points of view and talking to parents when their children show repeated patterns of biased teasing or name calling

Throughout the book, adaptations for particular circumstances are described. For instance, the section on setting up the environment includes special ideas for groups that are predominantly children of color, poor children, white children, and differently abled children. A companion brochure, "Teaching Young Children to Resist Bias: What Parents Can Do," is available from NAEYC for 50¢ per copy or $10 per 100 copies.

The Videotape

This 28-minute video was filmed at the Pacific Oaks Children's School, a nearby elementary school, and a school for preschool children with physical disabilities. Teachers talk about how they plan experiences and help children learn about differences. Personal comments by the teachers include their struggles, for example "It's hard at first, because we're not used to be honest with children, and there's so much that goes against what we're trying to teach. . . . You have to start with yourself."

The video captures examples of strategies explained in the book, such as:

- persona dolls to tell the stories of people who aren't present in the school, e.g. a child in a wheelchair;
- making a handicap parking spot in the school's lot, and making reminder tickets to put on cars.

Note: Providers who would like to add a bilingual component to their anti-bias approach will find good suggestions in *ALERTA: A Multicultural, Bilingual Approach to Teaching Young Children.* Menlo Park, CA: Addison-Wesley, 1985.

STEP: Systematic Training for Effective Parenting
The Parent's Handbook
by Don Dinkmeyer and Gary D. McKay

Spanish version:
Padres Eficaces con Entrenamiento Sistemático
(PECES)

Teacher's version
Systematic Training for Effective Teaching

Systematic Training for Effective Parenting, or STEP, is a parent education program that focuses on interactions between adults and children. It teaches a democratic and highly effective approach to child guidance and discipline, and helps people develop improved relationships with children and their families. The Spanish version of STEP is called PECES. A parallel program, STET — Systematic Training for Effective Teaching, is available and may be more relevant for providers with large groups of children.

STEP was developed from the pioneering work of Rudolf Dreikurs. Dreikurs' thinking has influenced many of today's ideas about child guidance and discipline. This book and a coordinated series of audio training tapes is the most complete presentation of his approach. It helps people learn effective ways of guiding children that are not authoritarian. STEP works with children age three and older, and just as well with school-agers and adolescents. (This approach does not offer much help for how to work with children under age three. It depends on the language and problem solving abilities that children typically develop as three-year-olds.) Parents and teachers who have taken this course find that it suggests answers for a broad range of questions about how to *be* with children.

STEP is more than an approach to discipline. It is a way of interacting with people that is respectful, honest, and effective. Most STEP graduates find that they use the ideas they learned in the course for communicating and problem solving with their families and friends as well as the children in their care. Children as young as three who learn the approach in child care take some of it home to their families. Parents report hearing children say, "Let's talk about that," or "It looks like we have a problem here," or "What else could we do?"

STEP, PECES, or STET courses are offered in many communities by schools adult education programs, or other community agencies. Any provider, no matter how experienced, can learn from these courses. Most participants are enthusiastic about what they learned; some even talk about how it changed their lives. It is especially useful for providers who want to improve and humanize their discipline and group management skills The nine-week sequence includes audiotape dramatizations and discussion questions. A comprehensive leader's manual is also available. After simply taking the course, many experienced trainers feel prepared to teach it.

Most of the concepts and approaches taught in the course are fairly well summarized in the book, although providers, parents, or teachers who want to change their behavior should try to take the course, which serves as a support group as well as presenting more information and discussing many concrete examples. Trainers who have taken the course and understand the big picture will find their knowledge of STEP very helpful in teaching providers about guidance and discipline. It defines a philosophy that guides decisions about how to handle misbehavior and how to see that all children's needs are met in ways that are respectful of others' needs.

Content

The following summary is based on the book listed above, which is the parent handbook corresponding to the nine-week STEP course.

The book is organized into nine chapters. Each begins by presenting new information, followed by review questions. A few exercises and practice situations give readers or class participants a chance to apply the ideas, and the activity for the week gives a homework assignment. A chart and list of points to remember summarize the chapter. A fill-in-the-blanks page titled "My Plan for Improving Relationships" helps participants to identify specific concerns and plans, and to review their progress. Most of the information is highly relevant to providers, but some of the specific examples need to be modified slightly. The only serious drawback of the book is the cartoon illustrations, which are stereotyped, silly, and misrepresent the content they illustrate (while they are offensive to some providers they do not bother others).

The simple basic assumption behind this approach is that all children--indeed all people--want toe "seen," and recognized for who they are, and they want to feel like productive and accepted members of their group. STEP begins by looking at what causes children to "misbehave." Usually it is because they want or need something that they do not have more positive ways of getting. For example, negative attention-getting does get attention, and even though it is negative, and may feel better than no attention at all. Children who dominate situations, though people may get angry, do succeed in controlling the situation Discouraged children who act inadequate succeed in getting others to lower their expectations and do things for them.

Misbehaving children are discouraged. The mistaken goals of their misbehavior do not really meet their needs. They need mutual respect, encouragement, and love — but not around the misbehavior. They need to learn to substitute positive behavior that will help them feel accepted, responsible, fair, and able to resolve conflicts and be accepted by others.

Some providers, teachers, and parents also have mistaken ideas. They feel that they should control children, or act superior to them. They may feel that children "owe them." They may think that they should always be perfect, or that they don't deserve children's good behavior. These adults need to learn to trust that children can make good decisions, and to believe that both they and the children are important and deserve mutual respect. They need to find the courage to make mistakes and try again.

The greatest way to build a child's confidence and feelings of worth is through the use of encouragement. STEP focuses on the children's strengths and assets, helps them to believe in themselves and to accept and learn from their mistakes. It teaches providers and parents to give up unreasonable expectations and accept children as they are.

This approach recognizes the subtle but important distinction that praise is not as good as encouragement, because praise can be discouraging. Praise is a type of reward "You're such a good boy." . . . "What a good job you did." . . . "I'm so proud of you." (pp. 37-38) Like punishment, it is a method of social control: it says "If you do something I think is good, I will approve of you — otherwise I'll disapprove." It makes children focus on the external control and opinions of others. Encouragement says "I trust your way of doing it." "How you feel about yourself and what you do is more important than how I feel about you." This helps children accept themselves as they are, and to strive for their own goals. It also helps them accept others as they are. To gain praise, children must succeed. To gain encouragement, they must only be themselves.

The next subject is communication. STEP teaches techniques for listening carefully to children, understanding what they are feeling, and responding in helpful ways. It helps adults identify their tendencies to play the boss, the moralist, the know-it-all, the judge, the critic, the psychologist, or the consoler. As we identify these feelings in ourselves, we can see where we feed into children's misbehavior.

Participants learn skills for helping children explore alternatives, understand "whose problem it is" and how it might be solved, and communicate concerns effectively to others. They learn how to help children explore alternatives and solve problems for themselves, and to use "I-Messages" to communicate feelings and concerns in a way that does not blame anyone, and makes it easier for children (or their parents or providers) to accept and understand. For example, you might say "When you throw that ball near the baby, I'm afraid it might hit her." Often you will want to offer a positive alternative, or better yet get the children to think of alternatives: "Where would be a better place for you to throw it?"

Natural and logical consequences, instead of rewards and punishments, are suggested as a way to help children develop their own sense of responsibility. STEP helps adults learn to be firm yet kind, to avoid overprotecting, to separate the deed from the doer, to act consistently, and to let children share responsibility. Children learn to trust in their own decisions and learn from the real world of experience. The disadvantages of punishment are clearly defined. The use of natural consequences is practiced through exploration of common examples of problems, such as children not brushing their teeth or doing their chores.

Regular family meetings give the structure to families to work through their concerns (some families don't like these meetings). These ideas are adaptable for group discussions in family child care for children age three and older.

The Leader's Manual and Audiotapes

Corresponding to the book is a *Leader's Manual* and audiotapes for nine workshops, parallel to the nine book chapters described above.

The *Leader's Manual* discusses training methods and logistics. It presents objectives and procedures for each weekly workshop, and gives sample transcripts of what a leader might say to introduce the discussion topics, tape segment, and other exercises. A verbatim transcript of the audiotapes is included.

The audio tapes consist of dramatic episodes of children and parents which present the problems. A narrator comments on the episodes and sets up the next activity, e.g. "Now your leader will stop the tape so you can discuss your reactions." (p. 69) While the dramatizations are sometimes a bit phoney, they work well enough to capture the problem and trigger meaningful discussions.

The Cornell Family Matters Project
Dean and Colleagues

The Cornell Family Matters Project has produced curricula to help schools and agencies work to support and empower families. The following materials are of particular relevance to family child care training.

***Empowering Families: Home Visiting and Building Clusters*, by Moncrieff Cochran, Christiann Dean, Margaret Ferretti Dill, and Frank Woolever.**

These authors designed and field-tested three empowerment workshop series for parents and people who work with families: "Empowering Families," described here, "Cooperative Communication Between Home and School," and "The Employed Parent."

Although the workshops are designed for people who facilitate parent groups or visit families' homes, they can be easily adapted to providers' work with families, and they also offer excellent additions to courses for trainers.

These workshops are based on the following beliefs:

- All families have strengths.
- Parents should be given positive recognition for being experts on their children.
- A variety of family forms can promote the development of both healthy children and healthy adults.
- Cultural differences are valid and valuable.

(*Cornell Family Matters*, brochure)

The authors believe that our society has become too individualistic, isolating families from the basic human contact essential for the development of social skills and mental health. A goal of the curriculum is to help families get the supports they need.

The teaching-learning strategy of this approach is to empower both the participants and the facilitator to shape and contribute to the content of the workshops. Each session has small and large group participatory activities. These materials are ideally suited to adult education.

Content of Facilitator's Manual, *Empowering Families*

The nine $2^1/2$ -hour workshops cover the following topics: the process of empowerment, respecting personal and family values, information and referral in the community, empowering skills for participants, strategies for working with families, developing parent-child bonding, forming and supporting cluster groups, and basic skills for facilitators. The workshops focus on process more than content — the key processes are values identification, empathy, listening, brainstorming, creative problem solving, and participating in and leading group discussions. Key concepts are cultural and ethnic traditions, and the family's social world. Skills introduced in early sessions are practiced in later sessions.

The manual lays out the workshops in great detail. For example, the second session, "Respecting Personal and Family Values" begins with a list of steps to prepare for the session, and an agenda of six topics (with time for each one specified in minutes). Descriptions include such details as making sure you know participants' names.

One exercise involves listening to a tape of the children's story, "Friday Night is Papa Night," about a Mexican-American family. Participants then list the values expressed in the story, and the values that someone unfamiliar with Mexican-American culture might conclude about the family. Then they discuss which of these are negative judgments, and how participants feel when their own values are judged negatively. Finally they compare their own values to those of a family they work with, in a number of related areas.

Content of Handbook, *Communication for Empowerment*

This handbook will be helpful to trainers regardless of which basic curriculum they use. It explains the concept of empowerment. It discusses how to lead workshops that are empowering for both participants and facilitators. It outlines logistics for

- planning a workshop,
- building trust,
- group process and activities, and
- ending a workshop.

Discussions include how to ask constructive questions, link participants' comments, lead brainstorming and guided fantasy, handle difficult behavior, and give mini-lectures (usually not more than 10 minutes).

Fact sheets and reproducible handouts are also included.

Content of the Film, *Family Matters*

This 29-minute color film documents the social lives of two families, one black and one white, as they raise their children under difficult conditions. It focuses on the stresses and supports for each family through their social lives — their workplaces, neighborhoods, networks of families and friends, and schools. One family has undergone being evicted from their apartment, working split shifts, and getting laid off. The other has a single mother who supports her children with no child support, and is active in a church.

The film's Discussion Guide suggests discussion questions that can be used with different kinds of groups. The main focus is on present and potential supports for the participants' families.

This film and discussion could easily be integrated into other curricula.

***The Parent-Caregiver Partnership Project*, by Christiann Dean.**

This five-week series, to be available in early 1992, will address the sometimes difficult relationships between providers and parents. It develops communication and advocacy skills with parents and providers together, including listening, getting one's point across assertively, and resolving conflicts.

Content includes communicating about children's and adults' needs, analyzing when workplace and government policies cause problems, and working together to inform corporations and local, state, and national policy makers about need for change in their policies. Participants analyze the power relationships behind these policies and consider alternative strategies for helping to bring about policy changes.

Summary of Program Content by Area

The following section presents a grid which identifies the content of each of the ten programs according to the following categories:

- Health
- Safety
- Nutrition
- Play Environment
- Emotional Development
- Social Development
- Cognitive Development
- Physical Development
- Creative Development
- Working with Parents
- Policies and Procedures
- Advocacy

These categories are a combination of those used by NAFDC accreditation and the CDA competencies. Trainers who want to prepare providers for accreditation or credentialling can use the grid to see how each program addresses the required criteria. The following chart compares the assessment categories corresponding to each content area:

THIS HANDBOOK	NAFDC CATEGORY	CDA CATEGORY
Health	Health	Health
Safety	Indoor Safety, Outdoor Play Env't	Safety
Nutrition	Nutrition	Nutrition
Play Environment	Indoor/Outdoor Play Environment	(Throughout)
Emotional Development	Interacting	Self
Social Development	Interacting	Social, Guidance
Cognitive Development	Interacting, Play Environment	Cognitive
Physical Development	Interacting, Play Environment	Physical
Creative Development	Interacting	Creative
Working with Parents	Professional Responsibility	Families
Policies and Procedures	Professional Responsibility	(NA)
Advocacy	(NA)	(NA)

Comparison of The Ten Programs by NAFDC/CDA Categories

	Texas A&M	Harms/Cryer	The Creative Curriculum	High/Scope	Better Baby Care
Health	Comprehensive and practical advice on proper health procedures including, handwashing, diapering, and other common child care duties. Recognizing illness, minimizing disease, setting health policies. Brief mention of provider's own health needs: regular check-ups, etc.	Brief information on childhood illnesses, inoculations, administering medicines, handling emergencies, basic First Aid, handwashing. Form for parents to provide children's health information.	Health checklists.		Brief discussion of health, list of signs of common illnesses, early warning signs of possible special needs for children under two, diapering and toileting, medical forms for parents.
Safety	Comprehensive and practical advice on preventing accidents, child-proofing each room of a house and yard, assembling a first-aid kit and administering minor first-aid, planning for and handling emergencies. Providers are encouraged to take a first-aid course.	Brief information on childproofing the home, includes safety checklist.	Indoor and outdoor safety checklists. Safety considerations included throughout activity discussions. Stresses that a good environmental design reduces safety problems.		Discusses poison-proofing the home, and emergency first aid.
Nutrition	Comprehensive and practical advice on menu planning, food shopping, and feeding children of different ages. Common nutritional problems of young children; food poisoning and proper food storage. Up-to-date information on basic nutrition and the reasons behind good practice. This section reflects the current best thinking in the field.	Brief information on healthful foods and snacks, encouraging good eating habits, economical planning and shopping, feeding babies. Serving ethnic foods as part of a multicultural program.	Using cooking to teachutrition. Good nutrition is a base for the cooking activities, but not discussed explicitly.		Nutrition and Feeding chapter discusses the developmental milestones of eating behavior in children until age two.

Comparison of The Ten Programs by NAFDC/CDA Categories (continued)

	Second Helping	Helping Children Love	Anti-Bias Curriculum	STEP	Parent-Caregiver Partnership
Health	Emphasizes the provider's maintaining her own mental and physical health; burnout prevention, stress reduction, coping and relaxation methods. Assists providers in developing illness policies.				Addresses only the mental health of the family.
Safety					
Nutrition					

	Texas A&M	Harms/Cryer	The Creative Curriculum	High/Scope	Better Baby Care
Play Environment	Some information about setting up home, leaning toward a mini-preschool model. Subsection on managing space and time suggests ideas for arranging physical space for sleeping, toileting, feeding, and storage. Suggestions for setting up your back yard. Tips for neighborhood field trips. (Little attention to the needs of babies and toddlers.)	Examples of home-made materials and activities; brief information on setting up environment.	Discussion of setting up a natural learning environment that is inviting, promotes growth and independence, and encourages positive behavior by minimizing discipline problems. Extensive information on setting up nine activity areas, selecting furnishings and materials, including lists of toys and materials to buy, borrow, collect, and make for different age groups. Providers discuss environmental issues and solutions. Trainer's Guide has comprehensive section on helping providers set up their homes. Less focus on needs of younger children.	Comprehensive discussion of setting up a stimulating environment for preschool-age children; arranging different areas for play, making materials accessible, presenting activities. Emphasizes how daily home routines can become sources of learning and interactions. Less focus on needs of younger children..	How to set up places for crawling, toys and equipment both home-made and purchased; for children under two.
Social Development	Identifies children's needs for different kinds of social interaction at different ages. Section on guidance has some suggestions for how providers can build positive relationships with children.	Brief information on handling behavior problems, giving choices, encouraging independence, avoiding problems. Time outs, explains why not to use spanking. Cultural appreciation.	Addressed by age group for each activity area, explaining how activities promote social development. Adult-child interactions are discussed throughout. Provider clearly communicates expectations for children.	Refers children to other children for help in problem solving.	Clear presentation of emotional and social development and appropriate activities for children under two.
Emotional Development	Identifies children's emotional needs at different ages. Suggestions for fostering self-concept. Identifies signs of special emotional needs and ways to help children deal with stress in their families. Suggests how positive child guidance can help children feel good about themselves, and how providers can offer emotional support.	Examples of helping children feel good about themselves throughout. Building positive sense of self; few emotional development milestones, importance of private spaces, developmentally appropriate expectations.	Addressed by age group for each activity area. Stresses children's self esteem. Careful attention to Erikson's stages of development. Limited information about infants.		

	Second Helping	Helping Children Love	Anti-Bias Curriculum	STEP	Parent-Caregiver Partnership
Play Environment	Brief description of setting up play areas, materials and equipment; the role of environment in supporting play and promoting learning opportunities.	Extensive annotated bibliography of books for children and a list of companies that market anti-bias and multicultural books and materials. Checklists of how to screen children's books for racism and sexism, and how to select books, toys, and other materials that encourage cooperation, celebrate diversity, and avoid bias and stereotypes.	Describes practical ways to create a diverse environment, and choose books and materials. Although written about classrooms, the ideas are easily adaptable to homes. Extensive bibliography of children's books. Checklists of how to screen children's books for racism and sexism		
Social Development	Focuses on fostering positive relationships with children to enhance their social development. Provider as role model, fostering children's sense of belonging, success, cooperative living skills, tolerance and compassion. Suggestions for observing interactions, managing negative behaviors of each age group through an explanation of natural consequences, behavior modification techniques.	A program philosophy that promotes respect for diversity. How to help children learn to resolve their own conflicts in a democratic way. Activities sections on similarities and differences, community workers, families, and friends. Annotated booklist includes sections on some of these same topics. Discussion of how to include babies in activities.	Gives many techniques for helping build social awareness and empathy in children. Describes how children grow in awareness of racial and cultural differences and similarities, disabilities, and gender identity. Presents guidelines for provider's interactions with children and parents.	Builds strong positive relationship between provider and children, and among children. A comprehensive approach to interacting.	Discusses ways to promote healthy family functioning. Emphasizes parent-child bonding.
Emotional Development	Focuses on the self-development of the provider, encourages her to nurture herself, develop self-esteem and assertiveness (see also Policies and Procedures). Emphasizes children's sense of success, coping skills, talking about feelings. Teaches providers to accept children's mistakes, be a friend to them. Discusses learning in mixed age groups.	Outlines a program philosophy that promotes pride in oneself and one's family. Discussion of how children learn about themselves and others, and how racial and gender awareness develops. Suggests activities that promote self-esteem and pride in race, gender, and other special differences, including sections on feelings and self-esteem. Annotated booklist includes sections on some of these topics.	Presents ways to help each child develop to own greatest potential, and feel empowered to speak up for her or his needs.	Helps children look at their own needs and behaviors, and find effective ways of getting what they need while respecting the needs of others.	

	Texas A&M	Harms/Cryer	The Creative Curriculum	High/Scope	Better Baby Care
Cognitive Development	Identifies children's needs for different kinds of intellectual stimulation at different ages (less emphasis on children's feelings). Identifies signs of special cognitive needs (language disabilities and learning difficulties).	Emphasis on setting up environment with a few open-ended, hands-on activities. Few simple activities such as water and sand play, building, science activities, books, fieldtrips, cooking. Learning through every-day activities.	Addressed by age group for each activity area. Detailed discussion of the learning that occurs in each of the nine major activity areas. Promotes creative thinking and problem solving. Grounded in early childhood theory. Underlying goal is to help children feel good about themselves and capable as learners.	Curriculum emphasizes cognitive development; problem-solving, labeling, having children plan own activities. Strong emphasis on language development through circle time, observations, writing, reporting on activities. Some focus on how toddlers learn language through observation and activities.	Clear presentation of cognitive and language development and appropriate activities for children under two.
Physical Development	Identifies children's needs for different kinds of physical activity at different ages, and gives ideas for physical activities. Identifies signs of special physical needs (vision, hearing, speech, and learning problems).	Emphasis on space and equipment for developing physical skills, suggestions for home-made large muscle muscle equipment.	Addressed by age group for each activity area, balanced with other areas. Gives strategies for promoting physical development.		Clear presentation of physical development and good activities for children under two.
Creative Development	Suggests activities that involve creativity, especially creative art, music, and dramatic play; ideas for setting up play areas for blocks, pretending, art and other messy play.	Emphasis on a few materials and equipment that develop creative abilities, including pretend play.	Not addressed as a separate area of development, but included throughout. Creativity is encouraged through areas of curriculum. Emphasis onhow younger children can be accommodated in older children's activities.		Not addressed directly. Some of the games and language activities are playful.

	Second Helping	Helping Children Love	Anti-Bias Curriculum	STEP	Parent-Caregiver Partnership
Cognitive Development		Activity section on decision-making and problem-solving. Helping children identify the stereotypes on television.	Helps children develop critical thinking, identify stereotypes.	Teaches providers to help children understand cause and effect of behavior and feelings.	
Physical Development	Emphasis on mainstreaming children with special needs. Describes developmental milestones, creating environment for physical play.	One section of annotated booklist includes children with special needs (mostly physical needs).	Helps children feel good about their bodies and how they work.		
Creative Development		Discussion of dramatic play; use of blocks, dolls and puppets; art supplies; toys, games, and puzzles; music; and books.	Some creative problem solving involved in children finding solutions to incidents of bias.	Teaches creative thinking about problem solving and alternatives to problem situations.	

	Texas A&M	Harms/Cryer	The Creative Curriculum	High/Scope	Better Baby Care
Working With Parents	Explains contracts, fees and late fee collection, and other policies for parents. Brief discussion of marketing the program, first interview with parents, enrollment procedures, and parent involvement. Makes suggestions for communicating with parents, handling complaints, and discussing a child's need for referral to a specialist.	A brief handout for parents is included in each packet; for example, Handling Behavior Problems includes three ways provider tries to help children feel good about themselves. Another asks parents how they feel about 11 topics such as rest time, messy activities.	Suggests sharing the curriculum, and sending home letters (sample included) about each child's learning in the nine activity areas. Parents may learn from providers how to support their children's development at home. Offers suggestions onworkshops for parents.	Strong emphasis on communicating daily with parents about what children are learning, and helping parents extend the approach at home. Suggests workshops and newsletters as a way of keeping parents involved.	Discussion of helping parents and children with separation and attachment; brief mention of cultural awareness.
Policies and Procedures	Explains a basic program philosophy. Helps providers assess when outside help is needed by a child or family. Describes responsible business practices such as getting insurance, completing tax forms, marketing. Video contains excellent tips on record keeping.	Encourages meeting state regulations. Packets suggest related policies, such as requiring written consent and instructions before administering medications.	Emphasizes developing a program philosophy, setting goals and objectives, developing a discipline policy. Give providers a sample schedule and discussion of routines. Provides sample letters to parents, as described above, which promotes explaining educational activities to parents.		Brief discussion of philosophy statement, admissions form, licensing, setting fees (suggests providers calculate their expenses and needed income before finding out how much others charge).
Advocacy	Describes how providers can join together in associations to speak for the needs of providers at the national, state, and local levels.	Community resources for advocating for children and families. Information about diverse services, such as Consumer Product Safety and Parents Anonymous.			Brief discussion of looking for sexism in children's books.

	Second Helping	Helping Children Love	Anti-Bias Curriculum	STEP	Parent-Caregiver Partnership
Working With Parents	Strong emphasis on creating an extended family from the client families and provider's family, integrating each as individually appropriate. Brief discussion of cultural diversity, and understanding cultural differences around child rearing, family roles, and ways of expressing feelings. Helps providers to look at their guilt and fears, to develop compassion for parental guilt and fears.	Self-evaluation of how you view families. Explaining your anti-bias approach to parents. Activity sections on parents as partners, celebrating family holidays.	Suggests ways to talk to parents about the values they want their children to develop, plan curriculum together, and work as partners to reduce the bias in children's lives and encourage appreciation of diversity.	Suggests ways to communicate with parents around difficult topics. Helps providers learn how to advise parents about how to have positive, effective relations with their own children.	Strong emphasis on working with parents, especially respecting diversity, clarifying values, and building parents' self-esteem and sense of empowerment. Builds providers' outreach and communication skills. Encourages community referral and setting up support groups.
Policies and Procedures	Business management includes professional image and marketing, intake interviews and contracts, fee collection, regulations, reporting child abuse, and career opportunities. Time management.	Discussion of basic program philosophy on celebrating diversity by using an anti-bias approach, and developmentally appropriate practice, and matching children with activities.	Suggests procedures for children's interactions, and criteria for selecting books and materials.	Offers a fully developed philosophy of guidance and discipline that is consistent with good early childhood and anti-bias curriculum.	
Advocacy	Strong advocacy for family child care and its providers, through self-determination, professionalism. Emphasis on provider clarifying and asserting needs, resolving conflicts.		Makes a strong case for providers to challenge the prevailing attitudes of prejudice and discrimination that keep children and all people from reaching their fullest potential. Argues that adults should help children develop the intellectual and emotional ability to advocate and work for a more just society.		Advocates parents' asserting their needs and values; teaches parents and providers to speak up for themselves and

REFERENCES AND ORDERING INFORMATION

(Materials for the ten curricula described in this study are shown in bold.)

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